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ABSTRACT

This document presents a record of the content covered at a 2-day research forum on linking research, policy, and practice in vocational education and training (VET) and on school-to-work transitions in Australia. The first half of the document contains the following materials from and about day 1 of the forum: an executive summary; a list of key general themes; the papers "Setting the Scene--Some Basic Facts about VET" (Harris van Beek) and "Policy Research: Lessons and Suggestions from a Practitioner" (Meredith Edwards); a summary of the paper "Marshalling Research to Influence Policy Change--A Recent Victorian Case Study" (Jack Keating); the paper "Structured Workplace Learning: Research Findings and Gaps" (Phillip McKenzie); summaries of the paper "Career Education: What We Know. What We Need to Know" (Wendy Patton) and "Enterprise Education" (John Breen); and the papers "Why Partnerships?" (Jacqueline Shimeld), "Partnerships: Employer Perspectives" (Richard Curtain), and "Partnerships from an Industry Perspective" (Gillian Bright). The second half of the document contains the following papers from day 2: "Notes from a Research and Community Partnership in Whittlesea" (John Spierings); "Priorities for Action--Information from Practitioners' Application Forms" (Helen Strickland); and "Case Study of Campbelltown Full Service Schools Program" (a dialogue between Jenny Woolfe and Margaret Vickers). Also included are the following items: priorities for research action and action plans; the paper "ECEF Chair: Closing Remarks (Harris Van Beek). The appendix contains the texts of the papers by Jack Keating, Wendy Patton, and David Birch; information from the action plan discussions; and a list of attendees. (MN)

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ED 476 350

ECEF Research Forum Report

September 2001

Report Structure

This report is a record of content covered at the two-day ECEF Research Forum, held in Sydney on May 14 and 15, 2001. The first half of the document (to pg 34) provides an executive summary, key general themes, and material from Day One of the forum, covering two focus areas:

- **Focus 1 - Linking research, policy and practice.** Material comprises presentations by Meredith Edwards, Australian National University and Jack Keating, RMIT University.
- **Focus 2 - School to Work Transitions.** Material includes presentations by various experts, and workshops in four key subject areas: Structured Workplace Learning (SWL), Career Education (CE), Enterprise Education (EE) and Partnerships. For each of these subject areas, the material is categorised into definitions, research gaps and themes.

The second half of the document (from pg 35) details content from Day Two of the forum, covering two sessions:

- **Session 1 - Panel Sessions** that examined the links between research and practice.
- **Session 2 - Group Sessions** that first discussed **priorities for research action**, and then drafted **action plans** for advancing the research agenda and unifying policy, research and practice.

Closing remarks from Harris Van Beek, ECEF CEO, and 'Next Steps' following the forum are detailed at the end of the report.

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Executive Summary

The ECEF Research Forum was held in Sydney in May 2001, bringing together approximately 100 researchers, practitioners and policy-makers working in the field of school to work transitions. Activity during the forum centred around two important themes:

- Considering how to **strengthen the links between research, policy and practice**; and
- Beginning the collaborative **building of the research agenda** for the subject area.

Discussions and workshops on a number of subjects including **Structured Workplace Learning** (SWL), **Career Education** (CE), **Enterprise Education** (EE) and **Partnerships** led participants to identify many challenges and research gaps, as well as develop ideas – some subject-specific, and others common to all subject areas.

In setting the scene, Harris Van Beek, ECEF states that **vocational education and training (VET) in Australian education is moving rapidly**, and is indeed the most far reaching change since the introduction of compulsory secondary education. 22% of students take part in SWL as part of their education – up from 5% in 1994.

Jack Keating, RMIT Uni, describes the transition from school to work as **"longer, more complex, non-linear, more varied, and more dynamic"** than we had thought.

The overlying issue to emerge from the forum is that researchers, practitioners and policy-makers are operating in an environment of **accelerating complexity** and **long term cultural change** – factors that demand new paradigms and new strategies. As the worlds of work and policy-making have become more complicated and non-linear, we must now deal simultaneously with the many forces that play on youths as they make the transition from school to work, including intra-familial difficulties, housing and health issues and the need to earn an income.

As Van Beek states: **There are three things we want to achieve from SWL.** We want young people to learn as effectively outside the classroom as inside. We want businesses to open their doors to provide learning opportunities, and teachers to adapt to the new form of learning. ***(see more pg 7)***

The role of research in achieving these objectives is vital, and complex. Keating explains that research in this area requires understanding of **education and training practices** (including learning theories), schools, institutes, and organisational behaviour. We must also understand various systems **including financial, legal and industrial**, and need a good knowledge of the **social and economic milieu for young people** - the labour market and its behaviour and trends, and the impact of global change on this milieu. There is also a compelling need to understand the **values and policy contexts**, and the processes of policy formulation and implementation.
(see more pg 10)

During the forum, there was **broad agreement on the need for fundamental research** – longitudinal studies and a multi-site, multi-method national program to investigate "what works for young people in transition". There was also **considerable support for action research** as being an effective research method, both for its ability to draw in practitioners and other stakeholders, and for its potential to effect immediate change. Practitioners saw the need to engage practitioners in research findings, and to integrate and test these in practice. Researchers identified the **need for an action research "community of practice"** to give voice to the alternatives to commissioned research. *(see more pg 45)*

Meredith Edwards, ANU, suggested collaboration and experimentation are necessary, siting two examples: Canada's Policy Research Initiative (PRI) which creates a common space for policy researchers inside and outside of government, and identifies major research priorities and cross discipline research networks, and the Public Policy Forum (PPF), which uses professional facilitators to gain consensus recommendations on key policy issues for Government from a roundtable of stakeholders. *(see more pg 8)*

Research gaps that clearly emerged, and will be part of any future agenda are: **action research**, with an emphasis on building a community of practitioners; community partnerships, with the important opportunities they present for quality research; the **implementation of the VET in Schools framework**, and the impact of change on schools, and; **professional development of teachers**, and how best to support this. *(see more pg 49)*

The forum has been a **turning point** in the way in which we look at how research can more effectively inform policy, how practitioners can more effectively inform research and contribute to the shaping of policy, and how policy can be more responsive to the realities of practitioners. The **collaboration of all parties** is essential to ensuring young people move successfully from school to the adult world.

Important **first steps** in linking research, policy and practice will be to: agree on common definitions of SWL, CE, EE and Partnerships; agree on a common research agenda; create boundaries on areas of interest and a shared vision of the desired outcomes; and create simple access to common, accurate knowledge for all parties.

Future research in the area of school to work transition will need to document accurately what is happening in a **plethora of locations**, with a **multiplicity of programs** and **multiple stakeholders**, each with differing perspectives on what constitutes satisfactory outcomes.

ECEF's challenge is to develop models for **knowledge management** in this area, making sure knowledge is timely, relevant, useful, and accessible to those who wish to use it. Despite the length of the list of research areas, and proposals for future action, delegates of the forum were emphatic there should be no premature narrowing of the agenda. ECEF will continue to work to bring research, policy and practice together, through facilitation, brokerage, and the active encouragement of joint action by all three parties.

Key General Themes from the Forum

The following key themes emerged from the forum:

1 We are faced with carrying out research, policy and practice in an environment of accelerating complexity.

The **world of work** has changed beyond recognition. Work is no longer a stable series of tasks to be mastered once, and a career is no longer a steady ascent up an ordered ladder of positions. Work is increasingly a series of short learning cycles and exits as people move in and out of technologies, functions, and organisations. Careers must be constructed by the individual, and invested with meaning by the individual. Workers must focus on life-long employability – developing skills that enhance current performance and equip them for the next job.

Complexity and non-linearity also mark the world of **policy-making**. Governments are under increasing pressure to take account of regional difference, and to make space in the policy process for the voices of the consumers of services, and of communities. Sectoral boundaries are becoming blurred, and new alliances are being formed. The possibility of single sector, centrally driven policy responses to problems is vanishing. The locus of decision-making is shifting, and the number of players is increasing.

The transition from school to work is no longer a single step: it is longer, more complex, non-linear, more varied, and more dynamic than we had thought.

Practitioners face a rapid expansion in the range of youth transition programs to deliver, pressure to adapt programs to meet local conditions and individual needs, and boundary-shifting and definitional difficulties across disciplines.

Researchers, practitioners and policy makers are beginning to understand the need to deal simultaneously with the many forces which play on young people as they make the transition from school to work – intra-familial difficulties, housing and health issues, the need to earn an income, and many other pressures may have a greater impact on work and career choice than specific school to work programs.

2 We are in the midst of long term cultural change, which will require new paradigms and new strategies from us.

The world we carry in our heads is not the world young people inhabit. The future is not like the past.

3 Long term cultural change has implications for researchers, policy-makers, and practitioners:

- There are opportunities to put oneself (as researcher, as practitioner) into the policy-making process; and for practitioners to become important players in the research effort;

- There are responsibilities on policy-makers to actively search out researchers and practitioners and include them in the policy-making process;

- The power of the network (and multiple networks) will continue to increase; (partnerships may usefully be thought of as a particular form of network)

- Research needs to document accurately what is happening in a plethora of locations, with a multiplicity of programs, and multiple stakeholders, each with different perspectives on what constitutes satisfactory outcomes;

- Evaluation is critical. We must be careful about the causal chain, and be necessarily modest about the attribution of outcomes to a single intervention;

- Priorities for action must be established. New research needs to be prioritised using criteria to help identify the key outcomes that are looked for at a particular time.

4 We need to think of school to work more broadly as a rite-of-passage marking the transition to adulthood.

There are other rites of passage that may also be important.

5 We need to transform our thinking about youth from liability to asset.

Setting the scene – some basic facts about VET

Harris van Beek, CEO, ECEF

VET is a change in Australian education that is moving quickly, and has been the most far reaching change since the introduction of compulsory secondary education:

- 22% of students take part in structured workplace learning as part of their education (up from around 5% in 1984);
- 79% of all secondary schools access ECEF-funded workplace coordination;
- State and Federal Ministers have adopted a national framework for VET in schools. All State education systems are now committed to VET;
- Destination information is starting to show that students who have been involved in VET or SWL are more likely than their peers to be in full time work or study.

The three things we want to achieve from SWL are: young people learning as effectively outside the classroom as inside; businesses opening their doors to provide learning opportunities, and; teachers adapting to the new form of learning.

Reports commissioned by ECEF suggest we have some way to go, for example:

- Stakeholder representation on management committees is uneven, and dominated by the education perspective;
- Employers are dissatisfied with the preparation of students for the workplace, and feel there should be more regular contact from local programs and services;
- Programs have not developed the sales and service skills employers need; and
- Time in the workplace varies from 5 to 20+ days a year.

A significant number of systems issues remain: there are no nationally recognised minimum standards for student preparation prior to placement; insurance and legislative arrangements remain unclear, and accreditation and certification is inconsistent.

Rapid growth in the numbers of students taking part in planned school to work transition activities makes this a time of significant opportunity as well as challenge.

ECEF's new broader mandate, which is about the relationship between schools, business and the community, makes the forum a timely opportunity to think through the implications of these issues, with the benefit of the expertise at the forum.

-DAY ONE-

FOCUS 1: Linking research, policy, and practice

Policy research: Lessons and suggestions from a practitioner

Meredith Edwards, Deputy Vice-Chancellor, Australian National University

A simplified policy development framework (identify and articulate the problem/undertake relevant research/clarify key questions for decision/consult/refine decisions/implement/evaluate) illustrates the multiple points of entry for researchers, and emphasises the lack of linearity in the policy process, a characteristic that expanded the opportunities for intervention.

Knowledge dissemination is the key. Networking, publications, seminars, conferences with policy practitioners, newspaper articles, and secondments all provide researchers with the opportunity to shape the definition of the problem to be addressed, and to remain with the process through implementation to evaluation. Dr Bruce Chapman's involvement with the "Working Nation" policy is an excellent example of this.

Networking around problems or issues is a vital strategy. Equally important is an understanding of the stark difference in culture between researcher and politicians: researchers have to take time, and politicians never have time.

Further opportunities (and attendant challenges) are opening up, as Governments face a disenchanted electorate, sector boundaries are blurring, service delivery outsourcing is increasing, and new social coalitions are formed. The Dusseldorf Skills Forum (DSF), and the National Centre for Vocational Educational Research (NCVER), have exploited these opportunities through collaborative research efforts, widespread consultations with stakeholders on priorities, and their acknowledgement that "research is only half the job".

There are challenges for all the players in the new environment: researchers must understand the tempo of the policy setting process and seize opportunities as they arise; public servants must move from managing programs to focussing on people and issues; and business and the community will increasingly share policy making and its risks. All players have to work with different cultures, and across traditional sector boundaries. In such new territory patience is needed to allow trust time to develop.

It is a time for collaboration and experimentation. Canada provides two interesting initiatives that might suggest ways to structure networks effectively:

- The Policy Research Initiative (PRI), which creates a common space for policy researchers inside and outside government, and identifies major research priorities and cross discipline research networks, and;

- The Public Policy Forum (PPF), which uses professional facilitators, with specific rules of engagement, to gain consensus recommendations on key policy issues for Government from a roundtable of stakeholders.

Other collaborative initiatives that hold promise: a code of practice for commissioning research; agreed principles to guide public participation strategies; use of people panels (for example, of young people), on line possibilities (such as that used by ECEF prior to the Forum), and citizen's referenda. ECEF's coordinating role could move beyond information sharing to getting the parties to engage with each other and working with government goals.

In summary, we need to understand and manage relationships, follow good policy processes to get good outcomes, give our networks more structure, and get better at evaluating what we have done.

Marshalling research to influence policy change - A recent Victorian case study

Jack Keating RMIT University (see paper on Appendix 1)

Post Compulsory Education and Training is itself complex: there is great diversification of needs, programs and providers. It intersects with a very broad range of other social and economic issues and needs. Researchers must understand this if their research is to be applicable. Research in this area requires some understanding of a very broad range of fields. We obviously need to have knowledge of education and training practices, including learning theories. An understanding of schools, institutes, and other providers is needed, as well as organisational behaviour, including the concept of learning organisations. Education and training are overlaid with various systems: financial, legal, industrial and qualifications that we need to understand. We need to understand the social and economic milieu for young people, including a good knowledge of the labour market and its behaviour and trends. This also requires an understanding of the impact of global change on this milieu. There is also a compelling need to understand the values and policy contexts, and the processes of policy formulation and implementation.

The establishment of the Local Learning and Employment Networks in Victoria is an example of the use of research to shape policy change in an extremely complex environment.

The process that led to the establishment of LLENs was a deliberate attempt to bring all of the dimensions of that context into play, and to provide a sound research basis for each of the policy choices to be made. A review team led by Peter Kirby was established by the new Victorian Government to advise them on new approaches to post compulsory education and training.

Seven research dimensions were used: broad context, international comparisons, Victorian statistical data, policy field scan, regional consultations and submissions, international approaches to the issue, and theoretical approaches to the role of Government.

1 Broad context (contextual research-review). The range of research literature, which informed the Government's early policy position, established the overall employment situation for young people, and confirmed the seriousness and urgency of the issue.

2 International comparisons (comparative research) set Australian data against that of other comparable countries, identified international trends in transition pathways for young people, and scoped the impact of broader social and economic changes and the policy responses of nations, including economic and social innovation.

3 Participation and outcomes in Victoria (statistical research) revealed a number of trends that were not taken account of in the current policy settings: significant regional disparities in patterns of participation and outcomes; the linkages between educational failure, regional unemployment, and early school leaving; the fact that the role of TAFE as a compensatory provider for the school age cohort is not properly acknowledged, nor is the role of the Adult and Community Education sector.

The experiences of young people were also considered. Recent research confirmed earlier findings that youth transition pathways are non-linear, complex and dynamic.

4 The policy field in education, training and transition (policy research-review) revealed a growing interest internationally on the part of governments and community in social capital, as well as an understanding that pursuit of the broad goals of social and economic justice, human capital, and social capital were complementary. This led to the broad Victorian agenda:

- The need to improve education and pathways outcomes, especially for those regions and those groups that have poor outcomes;
- The need for education and training to support the needs of industry and the economy; and
- The need for education and training to support community building.

5 Regional consultations and submissions: local responses (empirical research). The review team were very conscious that innovation in education and training, especially at the post-compulsory level, usually came from the field. International evidence confirmed this. Regional hearings and submissions made it apparent that a significant number of networks had developed at local and regional levels, from different origins, and with different lead agencies. The government had originally intended to establish a relatively centralised structure of committees across the State. Instead, the diversity, dynamism, and regionalism that already existed in the existing structures were retained.

6 International approaches (policy review). Developments in the UK and Denmark (chosen for the similarity of Government philosophy (UK) and impressive economic and social performance (Denmark)) showed a number of common themes: diversity, choice, dynamism, local/regional focus, accountability, and whole-of-government approach.

7 The role of Government: theoretical approaches. Emerging approaches to policy theory are starting to emphasise the meso or middle level, rather than macro or micro approaches. Governments are increasingly likely to establish new and different relations with industry, community organisations, and the rest of society, which are characterised by greater change and diversity, as well as by clearer expectations of outcomes, responsibility and accountability. These themes have been reflected in Victoria's decision to set targets for post compulsory and training, with an emphasis on partnerships, and a whole of government approach.

On the basis of this research and analysis the review team came to the following conclusions:

- VET policy needs to be developed regionally, not just centrally;
- Better monitoring of outcomes is needed at the regional level; responsibility for outcomes needs to be shared;
- Local partnerships or networks offer greater potential for the whole of government and the whole of community, including industry, approaches;
- Existing networks and partnerships should be nurtured; networks need research and trialling;
- Networks and partnerships can be used to trial other new approaches: including funding models, and accountability mechanisms;
- Local government offers the potential for organisational and boundaries framework.

The review team's work influenced government policy significantly. It did so partly because of external factors - the election of a new government, prepared to make changes, and the appointment of a competent Minister willing to take a broad view of the issues. It succeeded also because of the expertise and prestige of its Chair. A large measure of its success, however, derived from the breadth and relevance of the research that underpinned it, the consistency of the research's conclusions, and the way the team used that research to shape their recommendations and their own working practices.

FOCUS 2: School to work transitions

Structured Workplace Learning: Research findings and gaps

Phillip McKenzie. ACER & Monash University-
ACER Centre for the Economics of Education and Training

Structured Workplace Learning in Australia serves three broad purposes: to engage students and broaden learning opportunities; to assist the transition to work, and to assist the transition to further education and training.

Definition

Structured Workplace Learning (SWL) is defined as:

"Time spent in a workplace outside the classroom that is:
- planned to achieve specified learning objectives
- recognised as part of students' formal studies."

SWL includes school-based new Apprenticeships (15% of programs), VET in schools with work placement (75%) and other workplace learning programs (10%) (Malley et al, 2001). SWL excludes work experience, externally initiated business partnerships, and transition programs for students with disabilities.

What We Know About SWL

SWL is a subset of all workplace learning. 86% of schools in 1999 had workplace learning for Years 11 and 12 students. 80% of schools had SWL. SWL involves a subset of all VET in Schools programs – 57% of VETIS programs in 1999 involved SWL. (Malley et al 2001).

Most schools provide at least one workplace learning program in Years 11 and 12, and this has grown rapidly, from 46% of schools on 1995, to 86% of schools in 1999 (80% SWL). (Malley et al 2001)

School provision differs:
- By sector: Government 91%; Catholic 87%; Independent 48%;
- By State: <85%: NSW, Vic, WA; >85%: Other States and Territories;
- By location: capital city 73%; provincial city 88%; country town 91%, and other rural 81%;
- By gender: co-educational: %; all boys 72% and all girls 68% (Malley et al 2001)

Programs differ:

- By duration: 1-10 days 44%; 11-20 days 25%; >20 days 31%, with the fastest growth in longer programs. (Malley et al 2001)

A minority of students in Years 11 and 12 participate, but there has been rapid growth (from 7% in 1995 to 19% in 1999). Longer programs are more likely to have management committees with employer representation, a nominated workplace supervisor and have the workplace engaged in the assessment of the learning that takes place.

Student participation in 1999 differs:

- Markedly by sector: Government 22%; Catholic 18%; Independent 5%
- Markedly by State: <15% Vic, WA, Tas; 15-25%: NSW, Qld, SA, NT; >50% ACT (Malley et al 2001)

Employer participation in SWL is very low, and saturation is far off: of businesses with more than two employees 5% currently provide SWL, 9% have ever provided SWL, and only 33% are aware of the programs. Employer participation varies markedly by industry (higher in hospitality), size (higher in larger firms), and location (higher in non-metro) (AMR Interactive 2001).

Student distribution differs markedly by industry, with tourism and industry accounting for 26% of students; business and clerical 10%, computing 9%, building and construction 5%, and non-industry specific 22%. There are marked gender differences: half of all females were in tourism and hospitality (34%) or business and clerical (15%). They were virtually absent from building and construction, engineering and automotive. (Malley et al, 2001).

How Australia compares

There is a lack of reliable international data, and care is needed with definitions and coverage. Only 13 countries report on the percent of upper secondary students who combine school and work-based learning. This ranges from 3% (Spain) to 58% (Switzerland), with an average of 24%. The fastest enrolment growth internationally is in programs that prepare students for *both* work and further study. Such programs are often longer in duration than other programs (eg Austria, Norway) (OECD Review 2000). In Australia VET in schools programs appear to be trying to achieve three purposes: attracting at-risk students to remain at school; providing a qualification with labour market credibility; and providing access to tertiary-level VET. To some extent these objectives are in conflict with each other, and it may be difficult to achieve them simultaneously within the one program without increasing its length. Schools can also put energy into creating simulated work environments in the school – trade fairs between schools and school based enterprises (Germany)

Program effectiveness: quality

We know enough from research to identify the features of quality SWL:

- The programs need to be long enough for real learning to occur;
- They are preceded by analysis of workplace capacity; formal training plans are established;
- Employers are involved in student selection;
- There is a trained program co-ordinator, and competent workplace trainers;
- There is regular contact between the co-ordinator and the workplace;
- Students are monitored on-the job by the coordinator;
- There is joint assessment of learning, and
- Linking of school and workplace learning.
(Stasz 1997)

Program effectiveness: indicators

In terms of evaluating program effectiveness, we need to look at a micro level on how the programs work in practice, not just look at the outcomes.

Students rate programs highly (>80% satisfied), and report positive learning outcomes (>90%), but 55% report that what they had learned proved to be of no use back at school (Misko 1998).

By March 2000, of the 1999 group of SWL participants who had left school, 40% were working full time, 36% studying full-time, and 7% were registered unemployed. Quite a sizeable proportion reported they received advance standing in their schooling, which is an encouraging follow on effect (28% of apprenticeships, 19% trainees, 38% of TAFE students). 20% of those in employment were working with their SWL employer. Relative to age, those participating tend to be more likely to be in full time employment or studying full-time. (ECEF & NCVER, 2001).

This is not, however, conclusive proof that SWL is working, as there is a high degree of self-selection into SWL, as there is in any school activity. There is a real need to take into account whether it is the program itself or the characteristics of those who are likely to choose that program that achieve these results.

Employers have been surveyed: most (>80%) of recent employer participants were satisfied with the program, and 78% would take student in the future. However, concerns were expressed about school organisation and contact with employers. Of the employers who have ceased taking students very few were concerned about student quality. In most cases it was due to changing circumstances or the employer. Preparation of students was considered a concern. (AMR Interactive, 2001).

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Research Gaps
Research gaps identified in SWL include:

1 Life cycle program evaluation, which comprises a combination of on-going snapshots, longitudinal data, and case studies. Such evaluation is needed to control for student aptitudes, interests, and backgrounds, and encompass a richer array of destinations and outcomes measures than were currently in use. There needs to be a more rigorous understanding of the benefits and more rigorous statistical controls.

2 Research into the level and distribution of costs of SWL. An analysis of budget document is necessary but not sufficient: there needs to be detailed case studies to map resource allocations by stakeholders, and an analysis of whether SWL programs supplement or substitute for other programs.

3 Research with employers, to explore how to convert awareness into participation, how to retain current employers, and how to re-engage former employer participants.

4 Research into emerging models. Examples of combining integrated service delivery with regional planning and accountability (eg Victoria), and ways of providing SWL for the whole cohort. Half of all 15-17 year olds are not getting any experience in workplace learning at all.

5 The need to know more about the impact of SWL on the whole school culture.

6 Research into the workplace as a learning environment: what do students learn, and how do they learn.

7 More research into teacher training and pathways, as policy has been enacted with a 'just-in-time', and not an integrated, approach.

8 What are the views of teachers and practitioners of the SWL program?

9 Why are there industry specific differences in employer participation?

10 Why are there gender differences in industry sectors; why are there gender differences, should this change - if so, how?

11 Why aren't independent schools engaged in SWL?

12 What are the benefits of specific industry studies versus other industry areas, versus more generic studies?

13 Why are employers and students in capital cities less involved in SWL?

14 What are the indicators of a good host employer?

15 What should be the nature of the workplace as a learning environment, the pedagogy?

16 How does assessment on the job influence outcomes for students and employers?

17 The gaps in teacher training and professional development, and the support they should be giving the work placement

18 To what extent are employers comfortable with the term SWL and its outcomes, compared to the term "New apprenticeships"?

19 What social and economic impact do successful SWL programs have on their communities and regions?

20 There are different types of workplace learning. Is there a clear purpose and outcome defined for each?

21 To what extent do secondary boards accept SWL, what's needed for them to do so?

22 How does SWL influence the rest of schooling as a whole, including non-VET teachers?

23 What does the employer expect from a student in terms of skills and preparedness prior to starting SWL?

24 How do the skills of SWL students benchmark against non-SWL students?

25 What impact does SWL have on the general education given to students (in part to change the perception that SWL diminishes the value of education, and is just "fodder" for industry)

26 More research is needed into work readiness skills on leaving school

27 What is the optimal, or maximum, time to gain benefit from SWL – why is there such variation in the length of placements?

28 What are the best ways of convincing parents and communities of the value of SWL?

Themes

The following themes in relation to SWL emerged:

Areas of research that have had the most influence on policy and practice:

- Policy seems to have followed practice as the take-up and enthusiasm of students pushed the agenda;
- SWL has been too narrowly based within the policy and research framework;
- Programs such as TRAC provided action research data which influenced policy at the start of SWL;
- Reported outcomes help justify the expenditure;
- Quantitative data is the big influencer of policy. Politicians understand numbers;
- OECD comparative report, because Australia is concerned about its comparative image;
- Research on alienation was important in providing evidence for supporting SWL;
- Statistical evidence on participation rates enabled the shift from seed funding to mainstream;
- Feedback from employers has more impact than data from others;
- Teese's research gave a very clear picture of what was going on, and was very influential; understanding and finding effective accountability measures can influence research;
- Research would be more effective if a wider range of stakeholders were engaged.

What research tells us about SWL:

- There is little relationship between the program and labour market opportunities;
- There is a clash of teaching/learning philosophy between SWL and mainstream learning;
- SWL suits young people with certain learning preferences or styles;
- There is very little connection between the VET teacher and the workplace, as the workplace coordinators have to cover all areas.

Performance indicators for SWL - the following ideas were raised:

- Amount of time in the workplace;
- Participation, attendance, and completion rates of SWL;
- Attendance and discipline at school;
- Increased school retention;
- Employer satisfaction and repeat involvement;
- Satisfaction ratings of students involved;
- Improved confidence levels of students;
- Outcome ratings for full time work, further education, unemployment levels;
- Credits students receive for a qualification;
- Youth suicide rates drop
- Students more informed about career choices, and have identified links to future pathways;
- Job offers students receive from SWL employers;
- Programs are aligned to industries with skills shortages;
- Students can utilise their learning from SWL back in their school programs

Opportunities exist for using current and new research to support improved policy and practice. We need to:

- Identify the specific issues, draw on existing research, and follow up with specific case studies to clarify or explain why the issues are there;
- Find a way to inform those commissioning research on how to target the right research and support current networks that connect researchers to practitioners;
- Break down the divisions between researchers and practitioners; and
- Look wider than just SWL alone.

Career Education: What we know. What we need to know.

A/Prof Wendy Patton, Centre for Cognitive Processes in Learning, Queensland University of Technology (see paper on Appendix 2)

Career education is considered here in the context of changes in the world of work, and in our understanding about career; scoped career education in Australia.

Changes in the world of work

The most commonly cited characteristics of the changing world of work are:

- Globalisation of the workforce;
- Organisational transformations in the workforce;
- The rising importance of the knowledge worker;
- Growing awareness of linkages between the world of work experience and physical and mental health, family responsibilities, and life options;
- Changes in legislation and practice in relation to working women; and
- Changes in the pathways between school and work.

Changes in understanding about career

The reorganisation of the workplace has transformed the employment contract and the meaning of career. Full employment is a thing of the past, one job for life is an option available to only a few, and job mobility and career change are increasingly common. Some commentators suggest that we are moving from traditional vertical careers, which have as their goals advancement, success and esteem in the eyes of others, and power, to protean careers. These will be characterised by horizontal growth, expanding one's range of competencies and ways of connecting to work and other people. Lifetime employment must become lifetime employability, and individuals must learn to manage their own careers.

If traditional careers do give way to more protean forms, career education will need to be reconfigured.

Definition

Two definitions were offered:

- …. the development of knowledge of skills and attitudes through a planned program of learning experiences in education and training settings which will assist students to make informed decisions about their study and/or work options and enable effective participation in working life.

MCEETYA (1998)

- Career education provides planned learning experiences to enable young people to make informed choices about their future.

Board of the ECEF (2001)

Career education contains three major elements:

- Self-awareness/preparation to clarify personal values, strengths, potential and aspirations. The skills acquired are used throughout the lifespan.
- Opportunity awareness to learn about the full range of opportunities available to individuals, and how to access them.
- Decision and transition learning, which builds capacity to transfer skills to further learning and employment. It involves action plans to accomplish learning goals, including career management and decision making, seeking and maintaining jobs, making career transitions, managing unexpected change and participating in lifelong learning.

What career education is not

Career education is often confused with career counselling or career information. Career counselling is a more intensive activity, concerned with assisting individuals to identify, own, and manage their career concerns. Career information is a very inclusive concept covering employment trends, job descriptions, and information about courses and qualifications.

Career work, the terms we use for it, and its practice, is still evolving.

Career education in Australia

In Australia, a range of career services has traditionally been located in schools, predominately as an ad-hoc activity with large numbers of students for each career counsellor. Despite increased interest and policy attention at the national and state level during the early 1990s, career education has received state attention in major curriculum reforms.

There is no single agency in each state providing career education and related career services to all individuals. In most cases individual schools/institutions can decide on level and type, if any, of provision.

A number of policy initiatives have recently reinvigorated discussion on career education, and the Adelaide Declaration on National Goals for Schooling in the 21st Century emphasises commitment to collaboration for further strengthening schools as learning communities where teachers, students, and their families work in partnership with business, industry and the wider community.

In particular National Goals 1.5 focuses on the importance of schools ensuring students have employment-related skills and an understanding of the work environment, career options and pathways as a foundation for, and positive attitudes towards, vocational education and training, further education, employment and life-long learning.

Career development specialists focus on the nexus between the individual and the systems in which he or she operates. Career services can therefore be construed as delivering a public good as well as a private good, as they benefit society as well as individuals.

How career work is changing

Within the changing educational and work environment, and amidst changing definitions of career, the practice of career work needs to change. With the need to revisit career decision-making several times in a lifetime, career development has to be part of a learning framework:

- "the role of career education needs to be strengthened and re-cast as the foundations for lifelong career development"

Savickas (1999)

- "...more attention needs to be paid to...helping individuals to develop their subjective career narratives; and
- to provide a formal frame for career narratives...career guidance services need to support individuals in regular recording of achievement and action planning."

Collins and Watts (1996)

Changes in the world of work have placed an emphasis on the need for career development programs to be accessible to a larger number and more diverse range of individuals through their working lives.

What we know about Career Education

Nine key conclusions can be drawn from the career psychology research literature:

- Childhood socialisation influences adult work performance and job satisfaction;
- Part-time work contributes to the socialisation and development of adolescents;
- Knowing how the world of work is organised facilitates career decision making and job transition;
- Exploration and information about the world of work leads to better career decisions;
- Career interventions effectively facilitate career decision making and enhance work adjustment;
- Interests shape occupational preferences and enhance learning during training;
- Personality and ability determine job performance more than interests;
- Congruence between the worker and the job improves performance; and
- Appropriate interventions can facilitate the school to work transition.

Research gaps

Research gaps identified in career education included:

1 Is it viable to dichotomise curriculum and instruction into academic and vocational? Or do these forms of learning need to be integrated so all persons being prepared for work have the basic academic skills that underlie "knowledge work" as well as specific technical skills related to the needs of the organisational structure?

2 Do we need separate programs for different groups, for example children at risk?

3 How does one prepare students and adults for the new career, and for personal career management in uncertain and unstable work environments?

4 For what do you prepare workers in environments where there are insufficient jobs to meet the demands of employees? Do you prepare them to become part of the global labour surplus? For cross-national mobility? For government-funded social schemes? For activities and not institutionalised jobs?

5 How do you differentiate the roles of schools, colleges and universities, employer-supported occupational training consortiums, and apprenticeships and other work-based learning opportunities? In providing skills and experiences for the preparation of workers, who should be permitted to take what types of work preparation and how are they admitted?

6 What types of support services (good practice models) do students or teachers need as they consider the selection of particular programs of work preparation?

7 When should career education start? How should it be integrated into the curriculum, and to what extent for each student year?

8 How do we broaden the players to include parents, business, and the general community? What role do they play, and what support do they need?

9 Research into schools is needed to assess the effectiveness of programs in facilitating career outcomes. When should the programs be delivered, and which specific initiatives achieve the goal of enhancing the transition?

10 Research into students is needed in relation to career maturity, career decision-making, self-efficacy, and career making status.

11 Longitudinal studies are needed to measure outcomes relative to different career education pathway experiences.

12 What are the views of employers on career education and what do they need?

13 Case studies of career education programs that work are needed

14 Research into destinations and views of students who have left school is needed

15 Research is needed into what barriers there are to delivering career education and how to remove them

16 A model needs to be developed for assessing delivery and achievement of career education in school and in workplace. Achievements should be researched and case studies developed on successful students

17 Investigation is required into whether training is needed for all teachers, whether specialists need training, and what other support is needed.

Themes

The following themes in relation to career education were identified;

What research tells us about career education;

- We don't have quality career advice in our schools;
- There is little current research about career education in Australia;
- Teachers need to spend some time in industry;
- Students need to access a range of community resources;
- Career education is under-resourced and under recognised in schools
- VET in schools encourage students to be more positive about their career education;
- The need for career education is becoming more accepted, but it has not been mandated for credibility; and
- A whole school approach is needed, with liaison from other agencies

Areas of research that have had the most influence on policy and practice:

- Many themes that were common with the SWL session, such as destinations, longitudinal studies, and MCEETYA influenced by overseas studies on cost benefits and skills shortages;
- Scepticism that most research has been for political agendas, and commissioned to support a political direction;
- A general view that career education has not been well regarded, hence it is not part of the school curriculum and there is limited training for career practitioners; and
- Career education has depended on other research such as unemployment levels, career shortages, and university entrance statistics.

Performance indicators for effective career education:

- There seemed to be great difficulty in identifying measures.
- Others considered student satisfaction and positive destinations as the measures;

- Research into measures may be a worthwhile project.

The benefits of the possible research:

- Statistical information is more likely to influence policy development;
- Qualitative research provides depth to the qualitative information;
- Research could help raise the legitimacy of career education, and thus make it more likely to be integrated and successful;
- Parents' views are important;
- Longitudinal studies can show cost savings in terms of social benefits; and
- Career education increases career options, and leads to improved outcomes.

Enterprise Education

John Breen, Head, Small Business Research Unit, Victoria University

Enterprise education began in the United Kingdom in 1976, as part of the labour government's strategy to combat an anti-industry culture in schools that was retarding industrial revival. Similar education is called entrepreneurship education in the USA, and includes a business creation focus. Is that a turnoff for teachers?

Definition

It is difficult to get a consensus on the topic, but most include a list of characteristics of enterprising people. These characteristics usually describe an action-oriented individual who is able to show initiative and control one's own destiny. The descriptions usually include a comment that being enterprising requires an ability to deal with change. Finally there is agreement that being enterprising is not restricted to a business context, as is the case of being an entrepreneur. However, US writings tend to include small business creation as a part of entrepreneurship education (the term "enterprise education" being largely unknown in the US). Being enterprising can occur in a range of settings including community, social, or personal settings.

Ed-ventures magazine defined enterprise education in 1997 as:

- Enterprise education is directed toward achieving a learning culture, which will result in greater numbers of students, equipped and enthused to identify, create, initiate and successfully manage personal, business, work and community opportunities. (Ed-ventures magazine, Curriculum corporation, Spring 1997).

The enterprise attributes that such students would possess may be summarised as the ability to:

- Generate, identify, and assess opportunities;
- Identify, assess, and manage risk;
- Generate and use creative ideas;
- Recruit and manage resources;
- Be flexible and deal with change;
- Use initiative;
- Negotiate and influence.

Key competencies of such students include:

- Communicating ideas and information;
- Collecting, organising and analysing information;
- Planning and organising activities;
- Solving problems;
- Working with others and in teams (Kearney).

What We Know About Enterprise Education

UK work (at Durham University) on the development of enterprise education teaching materials has led to a view that enterprise education is a style of teaching and learning rather than a specific subject, and it should permeate all curricular areas. Other UK researchers have proposed a framework for enterprise education (education *for*, *through* and *about* enterprise) (Gibb), and a test for enterprising tendencies (Caird).

A major **OECD** report (Ball, 1989) reviewed educational responses to changes in workplaces and society in general, recommending that more attention be paid to affective learning and personal development as compared with cognitive learning.

US research has, variously, included business creation as a major component of entrepreneurship education (Kourilsky); emphasised teacher training as integral to the delivery of good entrepreneurship education (Kent, 1991); and emphasised the importance of a supportive principal in effective education (Rushing). Gorman, Hanlon & King (1997) published a literature review of enterprise education.

Australian research

Karpin's 1995 study of management education in Australia recommended introducing enterprise-related subjects into all educational contexts. Bailey (a member of the Karpin committee) is a strong advocate of enterprise education. Dunn has discussed the broad (personal and social) vs the narrow (business) views of enterprise education, and authored many how-to texts. Ball (author of the OECD report) writes on why enterprise education is important. Goddard, in a report prepared for Business in the Community (1996) on the perceptions of students, parents and teachers about work and small business noted "our impression is that teachers look down on small business as money grubbers". Small business owners were sceptical about efforts by schools to teach basic small business values such as communication skills, dress, politeness and work ethic.

Empirical studies in Australia

Empirical studies in Australia have focused on two programs – Young Achievement Australia (YAA), and Australian Business Week Schools Program (ABW). Cameron and Milstein's study of YAA graduates five years after completion of the course found participants believed the program had a positive impact on personal management, communication and business skills as well as on their career attitudes and aspirations. Breen's assessment of the development of enterprise attributes in secondary students found the YAA program had an impact, even after allowing for the greater level of initial enterprise among those involved. Hawke's study of ABW found that participation led to changes in attitude and understanding (Hawke, 2001).

In summary, there is plenty of mainly descriptive Australian literature on what enterprise education is, why it is needed, why it is a good idea, and how it should be done, and tends to be framed in a promotional manner. The only impact assessments are of the YAA program, which is not a school specific activity, and is self-selecting. There is no Australian study of the impacts of generic enterprise education, despite a number of commentators having identified a need for this work. Data is needed to show the extent to which enterprise education works so as to convince teachers of the benefits and provide evidence to policy makers to provide funding.

Best practice model for the delivery of enterprise attributes

Seven conditions for best practice delivery of enterprise education, which can achieve enterprise attributes in students, can be derived from the literature:

- Good teaching practice;
- Hands-on activities;
- Teacher as facilitator;
- Learning under conditions of uncertainty;
- Use of role models;
- Community and business links; and
- A broad view of enterprise education.

Issues and actions

Many of the issues that concern enterprise education are common across all the topics considered at the forum – in particular, there is a need for teacher professional development to encourage understanding of the interconnectedness of the world of work and the world of education. Information-sharing strategies are urgently needed.

Some specific strategies to enhance the integration of enterprise education into schools could be implemented:

Teacher development: Any action needs to take account of the fact that teacher support needs to be built, and this will take time. Teachers' concerns, whether about pressure on resources, or about a perceived business bias (against the broader concepts of education and the passage onto further education), need to be addressed directly. It is helpful to build on what's already there, to emphasise that good teaching practice is about providing a range of learning experiences that enable students to develop the generic skills and at the same time learn how to learn. Implementation support, such as a package on the shelf that busy teachers can use will also assist.

School structure: Incorporation of enterprise education into the school charter, and assigning the management of implementation to a person with specific responsibilities, will increase the likelihood of success.

Out-of-school context: The message about the benefits of enterprise education must be constantly reinforced; wide ranging support must be gathered, especially powerful allies. Champions need to be developed, and the media used for constant exposure.

Research gaps

Gaps identified in enterprise education included:

1 A difficult, but important, challenge for researchers will be how to measure the overall effectiveness of enterprise education programs.

2 Base data need to be collected on who is involved, with information on student backgrounds, aptitudes, and interests, particularly as there is more emphasis at the high school level.

3 Empirical studies are needed of the impacts of enterprise education.

4 Studies of the teaching pedagogy are necessary, to determine whether it delivers the promises of the programs.

5 How can enterprise education be integrated across the curriculum?

6 How is teacher resistance overcome?

7 Longitudinal studies of student outcomes and their causal influences are a necessity.

8 We need to develop definitions and incorporate/differentiate with vocation, key competencies, and generic skills.

9 What is the relationship between personality type and the expectations or personal attributes associated with enterprising skills?

10 Investigation is needed into how enterprising people got that way. Look back to identify key formative experiences.

11 What development program will create teachers who can teach students enterprising skills?

12 Examination is needed of the Keys Young evaluation of the Commonwealth's enterprise education program

13 What measurement instruments can test enterprising skills?

14 What are employers' views of enterprise skills and attributes of SWL students placed with them?

Themes

The following themes in relation to enterprise education were identified:

Performance indicators of effective enterprise education:

- Student participation rates;
- Student satisfaction, including longitudinal satisfaction;
- Employer engagement in enterprise education programs;
- More young business start ups;
- More students completing year 12 because they are engaged, and higher attendance rates;
- Degree to which enterprise education is embedded in the curriculum;
- The mix of students, not just high achievers;
- The extent of teacher engagement;
- The number of schools in enterprise education programs; and
- The number of schools with school-based enterprises.

Partnerships from a business perspective

David Birch, Director of Corporate Citizenship Research Unit, Deakin University, was unable to attend the forum. His paper on partnerships from a business perspective is in Appendix 3.

a) Why partnerships?

Jacqueline Shimeld, Manager Quality & Sustainability, ECEF

Partnerships are the vehicle for the delivery of activity which supports school to post-school transitions. ECEF has six years' experience to draw on to understand as much as possible about the life cycle of partnerships and how to sustain them.

The focus has been on partnerships between school and businesses at the local level. (This simple two-group labelling overlooks the complexities of relationship building between the partners).

Two pieces of ECEF work on partnerships focussed on the outcomes that would benefit local partnerships in improving their processes, and policy makers in their deliberations.

One aspect that has become increasingly apparent is the enterprising culture that can emerge from the school-business partnership. This has invariably led to partnerships that reach out to link with new stakeholder groups to deliver an extended range of services to an increasing range of people in the community.

Stages of partnership development

ECEF's first piece of work resulted in a model that broadly maps stages typical in partnership development. Like all simple models it is purely representational, but provides a useful overview of the ebbs and flows of partnerships. (See Appendix 4)

The five stages are:

1 **Pre-partnership** characterised by motivation and exploration activity – a scoping stage.
2 **Fledgling stage**, which has 2 key aspects: connecting and consensus, with processes and infrastructure being established and tested. This is the "unifying of purpose/vision" stage – building the diverse range of stakeholders into a cohesive team.
3 **First mature stage** typified by consolidation of partnership activity. A "rosy" stage with room for improvement, but plenty of runs on the board.
4 **Enterprising stage** when partnerships start to realise they are small businesses. The confidence built in the First Mature Stage, plus some enterprising thinking leads the partnership to move beyond the accomplishment of initial partnership intentions.
5 **The final stage** begins a cycle of consolidation, which will likely follow the other enterprising stages, but there is not yet any data to verify this.

The time spent in each stage varies, and some partnerships remain in one stage or another. Progress is not always linear, and all partnerships are vulnerable at time of major change.

This model also teases out the internal and external factors that have an impact on partnership activity. Above the partnership highway are the key actions and process that are the responsibility of the partnership and community to accomplish. Below the highway are grouped the actions and processes that lie beyond the community's direct control. The activity in this area, largely undertaken by government at State and/or federal level, creates the environment in which the partnership operates. If there is connection between the two the dynamic is vibrant and creative.

Sustainable partnerships

The second piece of work sought to determine the critical elements affecting the sustainability of partnerships. Sustainability is an essential link with the delivery of valued outcomes. The study identified the following elements:

- Certainty and sufficiency of funding;
- Skill, knowledge and social capital within the partnership;
- Trust and integrity in stakeholder relationships;
- Inclusive collaborative leadership; and
- Government policy that is supportive of good practice.

The impact of the elements on the delivery of outcomes is intertwined. For example, **uncertainty of funding (and annual funding)** limits stakeholder (particularly business) interest in the partnership; reduces partnership capacity to retain staff, which leads to the loss of skills and knowledge; which in turn reduces confidence in the partnership's activity and ability to deliver outcomes in the short and long term.

Another illustration, with a focus on relationships, is that of a leader who talks of partnership but demonstrates competitive, combative behaviours. This approach diminishes broad stakeholder input, reduces the store of social and skill capital, and jeopardises future collaborative activity as partners realise they are tokens in a 'partnership game' and withdraw their support, energy, and goodwill.

The **skill and knowledge capital** available to the partnership is a vital asset. It is essential to quality outcomes that the core partnership drivers in particular are an active team capable of guiding the strategic direction of the partnership to ensure delivery of services to all stakeholders, thus retaining their input, and their investment in capacity building for the partnership and the community.

Relationships built on trust and integrity are crucial to the reservoir of goodwill and expertise at the centre of a strong partnership. Successful community partnerships recognise that capacity building is enhanced when stakeholders work collaboratively and with integrity to develop processes that deliver mutually agreed outcomes that benefit all stakeholders.

Inclusive collaborative leadership inspires commitment and action by sharing responsibility and ownership of partnership activity with stakeholders. Such leaders facilitate networks in the community, explore new solutions and processes, encourage risk-taking and actively promote skill and social capital development.

Government policies that support good practice and utilise existing relevant partnership infrastructures that are delivering good outcomes will strengthen partnership activity. Alignment between Commonwealth and State requirements and local needs enhances capacity building within the community to deliver agreed outcomes.

Accountabilities linked with each of the elements and forming part of a partnership will assist in ensuring the elements become partnership strengths rather than weaknesses.

b) Partnerships: Employer Perspectives

Richard Curtain, Consultant

The OECD has observed that regions seeking to improve their economic performance through the development of innovation-intensive activities should ensure that effective and well-resourced educational provision is in place. More specifically it is the provision of high-quality, general education to the upper-secondary level which emerges as of critical importance. (Cities and regions in the New Learning Economy OECD 2001).

A number of recent studies give us the opportunity to understand how employers view partnerships from two perspectives: their views on corporate community involvement, and employers' awareness, participation and views of Structured Workplace Learning.

What we know about employer perspectives

1 Corporate community involvement

The report by the Allen Consulting Group, with the Business Council of Australia prepared for the Prime Minister's Business Community Partnership, surveyed 115 large companies. Some of the most pertinent results:

Long term focus: 75% of those surveyed considered corporate community involvement related to the long-term interest of the company, rather than as a means of improving short term competitiveness. A further 10% were not looking for commercial return from community involvement.

Business benefits: The study identified that companies are reflecting more deeply than in the past on the business benefits that flow from community involvement. These are seen as being enhanced reputation; improved relationship with the community; increased employee morale; and a symbol of corporate ethos.

CEOs' views: Employee involvement projects are expected to double; some CEOs see a need to be deeply engaged with the community; long-term partnerships are likely to lead to a narrower spread of activities, with fewer partners, and a smarter use of resources. Intermediaries operating between companies and community bodies are expected to grow in importance.

Overall conclusions: Corporate community involvement is becoming more strategically linked to business outcomes. Mutual benefits will need to be negotiated carefully and built into the contractual relationship. Community bodies will need to present "value propositions" for their activities. Firms are seeking measurement and evaluation tools to assess the value of their community contributions, and to measure the benefits that flow back to business. The rigour businesses apply in commercial operations is the rigour they will apply in community relationships.

2 Employers and Structured Workplace Learning

AMR Interactive's 2000 survey of employer participation in SWL, and the ACER national survey of school industry programs in 1999 provide insight into employers' level of awareness and participation, type of participation, and perceived benefits.

Level of awareness and participation: AMR's surveys suggested a drop in awareness of programs (from 47% to 33%) by employers (SWL was defined more tightly in the 2000 survey). Participation also fell, from 9% to 5%. Awareness and recent participation were both higher in the smaller urban and rural centres than in major capitals and large regional cities. The smaller centres were also about 50% more likely to translate awareness into recent participation.

Type of participation: Employers participate most often in school-industry programs by providing work placements (96%). The next most frequent type of participation is membership of the management committee (53%), selection for specific work placements (39%), help in selection for program entry (37%), and contribution in kind (25%). Employers were least likely to provide financial support (9%). (ACER, 2001).

Perceived benefits: Personal satisfaction for staff (56%), community recognition (50%), and more efficient and effective recruitment (46%) ranked most highly as expected benefits. (AMR 2000 figures). Increased productivity (35%), enhanced skill base (34%), and an improved bottom line (22%) did not rank highly as expected benefits. Only one third of businesses gave any importance of gaining bottom line benefits from participating and only 18% ranked community recognition as very important. Employers who participated in the last year are more likely to endorse staff satisfaction, increased productivity, and improved recruitment.

Ways school-industry programs could be improved: Employers taking part in the survey who were identified as being less than very satisfied gave the following ways the program could be improved:

> Better planning, follow-up, and coordination ranked most highly (16%); employers who felt their business was not suitable or limited in what it could teach made up 13%; and employers felt students should be better prepared in school before the program began (11%), and students should be better selected or screened (both 10%).

These findings point to fruitful areas for improvement by education partners, if employer participation is to grow.

c) Partnerships from an Industry Perspective

Gillian Bright, Human Resources, Mitsubishi Motors

From an industry perspective, partnerships should:

- Focus on the major business environment factors that constrain and enable;
- Show how some of these have provided training opportunities for manufacturing learning centres; and
- Provide stimulus for research opportunities.

Mitsubishi Motors began learning-on-the-job programs in 1991, long before the introduction on VET in schools, with the intention of setting up manufacturing Learning Centres. There was a belief that there should be closer links between education, the community, and the industry sector, and to try to build a better perspective of the automobile industry. The vision began with six local schools and a project officer, jointly funded by Mitsubishi and the schools.

Originally work experience was learning by observation. The model was changed to reflect the Training Reform Agenda, with the partnership looking for outcomes for students. In

1996 a Business Program began, reassessing the opportunities in the factory and business for students to be placed successfully and safely, mirroring industry practice. Programs were introduced in Business Services, IT, automotive production, engineering, CAD and design, trades, and hospitality.

From 2000 the program has been pushed out to other manufacturing companies, using an industry mentoring approach with suppliers, dealers, and other manufacturing companies. Mitsubishi wants to help them learn from its experience, and help them develop their own programs.

Business Environment Factors

For programs to be successful they must link with business environment factors:

- They must be linked to the strategic plan of the organisation;
- They must recognise the business cycle. Not everyone is at the same point of the cycle at the same time. The advantages must be sold to organisations that are in a downsizing mode – for example, collaborative programs to provide a skilled workforce to suppliers and other associated companies. One industry can support another industry;
- They must contribute to workforce planning, by affecting how the business is perceived, and providing information on how to get into the industry;
- The programs provide an opportunity for outsourcing and cost reduction, using external recruitment and training companies; and
- The programs must recognise just-in-time and supply chain for placements, and focus on the industry, not just education.

Challenges

Industry uses research to improve its product quality and to reduce costs. So far research has focused on the student – the product. There are two main challenges. How can we:

- View and use the industry context more strategically; and
- Improve communication among the stakeholders?

Research gaps

The following research gaps for structured workplace learning generally were identified:

1 Information on outcomes needs to be gathered more rigorously through:

- Outputs: all partners agreeing in advance on what is to be learnt/produced by students, and by when;
- Outputs: clearly articulated outputs for the community, students, and other participants;
- Outcomes: clear and measurable outcomes in terms of successful transitions for young people
- Outcomes; building links to future opportunities.

(Bright Futures for Young Australians)

2 There needs to be clearer articulation of purposes and expected outcomes, and recognition of the vocational education frameworks that cut across sectors.

3 There needs to be analyses of the relationship between learning and employment outcomes with various characteristics of school-industry programs. From the results of those analyses it should be possible to refine policy and practice in ways that provide the maximum possible benefit. (ACER)

4 Research is needed into the ways to improve employer participation in structured workplace learning.

5 There needs to be an understanding why there are differences in perceived benefits by size of employer and by industry warrant investigation.

6 Research is needed into the role of intermediaries in lifting employer participation – what works?

The following research gaps for partnerships were identified:

7 How can the industry context be viewed and used more strategically?

8 How can communication be improved between stakeholder groups?

9 What are the costs and benefits of using partnerships? Are there more efficient ways of achieving outcomes?

10 How do we exploit the best of both cultures, education and industry?

11 What central policy sustains local partnerships?

Themes

The following themes around partnerships emerged:

Performance indicators of effective partnerships:

- Delivery against objectives, with regular and open reporting;
- Sustainability;
- Mutual benefits for all stakeholders;
- Actual destinations of young people;
- Regular attendance of partnership meetings;
- Retention of partnership members;
- Improvement in the quality of the process and outcomes, reduction of duplication of effort;
- Satisfaction level of the parties in the partnership;
- Public recognition of achievements of partnerships.

-DAY TWO-

SESSION ONE – Panel Sessions - A look at the links between research and practice

a) Notes from a Research and Community Partnership in Whittlesea

John Spierings, Dusseldorp Skills Forum

When Jack Dusseldorp went to speak to a group of principals and other stakeholders in Whittlesea in late 1998, the forum said we want wanted to work with a community interested in cultural change in education and committed to a more inclusive approach to young people. It took close to a year to develop a framework with agreed goals and processes, which is now embodied in a Spirit of Co-operation Agreement.

Subsequently many of the Whittlesea principles found voice in the key goals of the Kirby report, which is fundamentally influencing the restructure of education now occurring in Victoria.

Of course there are still gaps between the goals we have agreed to work towards in Whittlesea and what we have practically achieved. But at least as researchers and as a local community we are clear about what we want to achieve, we have a much improved funding base, and we have strong working relationships to overcome these deficiencies.

Whittlesea Youth Commitment objectives are to:

- Provide all young people with the opportunity and support to complete Year 12 or its equivalent;
- Be flexible about the nature of this equivalence, which will be defined by the needs and aspirations of young people themselves;
- Develop new learning, training, further education and employment options for young people to achieve these goals;
- Provide new workplacement, work opportunities, skill development, and community support structures for young people to achieve these goals;
- Establish a school and community based mediating structure that will assist young people to meet their knowledge, learning, the labour market needs during the transition to adulthood;
- Develop and customise the curriculum provision of schools, TAFE and other training providers to better support the aspirations of young people.

One of our chief targets to achieve these goals has been to develop more precision about early school leavers, their destinations and pathways so that we can provide stronger support for them and better institutional responses to their needs.

This cannot be an exact science, despite our best efforts. Anybody who knows young people understands how fluid their decision-making is, and how quickly ambitions and ideals can change. It is a telling comment about our culture that until recently we did not systematically invest in finding out how young people are faring at a local and personal level.

The mediating structure or brokerage role expanded in the second half of 2000. The goal we set, in conjunction with the schools and other key agencies, was 'to provide support to all potential early school leavers in the Whittlesea Youth Commitment area to ensure that every student leaving school before completing Year 12 has secured a place in employment, training or education or is actively engaged in job search activities.'

Have we succeeded? In some ways it is too early to tell -- we need more time to evaluate longer-term results. However the initial signs are very promising.

Table 1. Destinations of Whittlesea early school leavers for all terms 1999 and 2000, as at 28 February. Note: Excludes St Monica's in 1999.

ACTIVITY	**1999**	**%**	**2000 CASES**	**%**	**2000 SURVEY**	**%**
Unknown	330	**59**	198	**48**	89	**24**
Seeking Employment	91	**16**	91	**22**	48	**13**
Training	74	**14**	69	**17**	149	**40**
FT Employed	53	**10**	40	**10**	31	**8**
Other Employed	3		6	**1.5**	30	**8**
Other	7	**1**	7	**1.5**	23	**6**
Literacy/Numeracy					5	**1**
Interstate	*30*		*43*		*50*	
Other Schooling	*174*		*182*		*205*	
TOTAL EXITS	762		636		630	
TOTAL EARLY LEAVERS	**558**	**100**	**411**	**100**	**375**	**100**

Caution is required in interpreting this table, but the figures appear to represent a decline of about one third in early school leavers; an apparent rise in training participation; a decline in known jobseekers; and a marked decline in 'unknown destinations'.

Table 1 describes the activities of exiting students, and especially early school leavers at the end of Term Four (ie. the end of February 1999 and 2000) from the participating schools in Whittlesea. However the baseline data for 1999 excludes the local Catholic college due to the differential administrative system used in that College in that year. Some highlights from the data include:

- Decline in early school leavers of about one-third (and likely to be higher as the baseline does not include the Catholic college in 1999);

- Large decline in unknown destinations;
- Greater accuracy about early school leaver pathways, especially greater definition about employment and training participation, even when compared to the CASES software used by schools. The survey column data results from personal interviews, phone calls and letters to each individual young person;
- Apparent improvement in training participation;
- Need to focus on further reducing the 'seeking employment' and 'unknown' categories, which remain high in proportional terms, but which appear to be manageable in terms of absolute numbers (ie. about 50 in number; the task here is not one of enormous magnitude, and which could be tackled with greater employer and Job Network involvement).

The team of four e.f.t. brokers/case managers worked in this way: during Term Three 2000 the schools surveyed all students in Years 9, 10, and 11 to ascertain the number of potential early school leavers through a self-selection process. 307 students responded by indicating that they were likely to leave school either before the end of the school year or not return in 2001. To better gauge their intentions and to assist with options the broker team interviewed each of these students. Most opted to remain at school. Files were opened for 230 students including 86 students referred from each school's transition team (eg. careers teacher, Assistant Principal, student welfare co-ordinator). As a result of these interventions 36 per cent of intending leavers remained in school after this contact and thirty nine per cent of those that left went to a positive training or employment destination.

From this preliminary data some of the key issues arise:

- The brokerage relationship appears to have had a strong impact on school retention and training participation;
- The brokers have identified that the levels of literacy and numeracy in the middle years of schooling are key concerns for some vulnerable and potentially disengaged students;
- A need to improve employment outcomes for those on that pathway, especially through greater employer and Job Network involvement;
- A key task has involved substantial job search training for young people – there is a need to look to a stronger contribution from the Job Network, Centrelink and training organisations to the work of the brokers and directly to potential early school leavers.

What are some of the key issues that need to be addressed in the collaboration through which this brokerage team emerged? These might include:

- Cementing the role of transition brokerage with a broader range of teachers, with external agencies and with parents and School Councils;
- Creating a stronger feedback loop to principals, teachers, parents and post-school agencies about the issues young people are raising – issues of loneliness, trust, poverty, competencies, bullying, and so on;
- Need to provide longer-term support and assistance beyond the 'first' registered destination, to see how those that have stayed in school are travelling and to follow up

those in training and other activities, given the extended nature of the transition process;

- Need for strong local alternative settings within the schooling framework (eg. the outer northern region of Melbourne lacks educational settings that cater for students seeking non-conventional school experiences);
- Local clearing house arrangements with employment and training agencies are needed so that opportunities are more easily notified and shared;
- Need to better harness the goodwill and capacity of local employers;
- Need to unpick some administrative issues surrounding the failure to develop improved school based part-time apprenticeship arrangements;
- Stronger careers education focus in the middle and senior years is needed, and more creative use of workplace learning, especially to address literacy and numeracy issues;
- Need to address and document key policy issues of registration, eligibility, and breaching that are arising within Centrelink and the Job Network;
- Need to supplement the brokerage role with community based mentoring, so that school communities as a whole respond to the issues being raised.

Working in combination we have been able to cement a relationship that may deliver lasting benefits for at risk young people in this community.

b) Priorities for action – Information from Practitioners' application forms

Helen Strickland Project Manager, Enterprising South East

Analysis of the responses of practitioners to a series of questions gave valuable insight into practitioners' use and experience of research, and their views of priorities for action. The analysis of responses to questions is set out below.

1 How do you view research? What research have you been involved in?

Practitioners see research as an essential tool for planning, important in providing accurate rather than anecdotal evidence, a way to extend knowledge, inform practice and support innovation and change, and an influence on policy and funding bodies. Action research, project management, research while undertaking post graduate courses, best practice projects, research related to their current work and the gathering of specific data (destination surveys, employer and student evaluations,) were listed by practitioners as ways they had been involved in research.

2 How does research influence your practice?

Practitioners see the research of others as important. They use this research to confirm trends, to benchmark their own practice and to give direction and support in planning. It influences their practice as it suggests starting points, adds to knowledge, informs and extends and refines resource allocation.

Their own research enables a clearer focus on defining ideas and strategic planning. It empowers them as it enables them to make sense of their work

3. What research have you found most useful and accessible?

Practitioners listed a range including: Dusseldorf, destination surveys, local research, (often action research) Richard Teese's research, ECEF research, the internet as a vehicle to access information, (particularly for regional practitioners) research which links back to the implications for practitioners. Action research was mentioned by many.

4. How do you believe the links between research, policy and practice can be improved?

4.1 Practitioners saw **information, communication and resourcing** as central issues. Knowing about what is happening and which bits of that are useful and relevant is an issue for practitioners. Getting "the big picture" is important but difficult. Catching people's attention, rather than just giving information is critical given the

amount of information people receive. It's important to make sense of the national scene for the local implementation– the translation is important.
This is a two way process – practitioners have information to contribute to researchers.

Key questions for practitioners are:

- Who has already done some work I could tap into?
- How do I know it is valid/reliable?
- How do I find the time to find the information?
- How do I contribute my knowledge as a practitioner?

Web sites were seen as useful tools and there was a suggestion to develop a central bank of agreed common data from which information could be drawn.

4.2 A second theme was the involvement of **practitioners as researchers**. This could mean focusing on research as a part of professional development, action research projects, and resources for practitioners to carry out research. This involvement in research was seen as improving the skills of practitioners and providing useful information about practice.

Practitioners have experience in practice, leading to intuitive knowledge – that is, an understanding of the patterns of what is happening.

Practitioners find action research particularly useful as a methodology for understanding and improving practice. Research needs to look at process as well as outcomes.

4.3 Another clear issue was the need to **develop research projects from a multiple research, policy and practice perspective**. Consultation by researchers and policy makers to gain a practitioner perspective was seen as valuable as it led to greater relevance and understanding by all involved. Always ask the question 'Why do research?'.

4.4 **Longitudinal approaches** to research, policy formation and practice were seen as more accurate and useful than fragmented and short-term data.

Systemic, structural and attitudinal change is not quick – short-term projects, which expect this, are doomed. Long term projects (3-5 years) have the real potential to make changes to the way people work, rather than just to achieve isolated activities.

This is not a call for no change, but a plea for linkages between the changes, and for that to be made clear. Examples include changes in nomenclature – ECEF from ASTF; differences between Vocational Learning and Vocational Education; Go Career and what it looks like at a state level.

4.5 There is a need to stop "doing it" to young people and involve them in meaningful ways in research, practice and policy.

c) Case study of Campbelltown Full Service Schools Program

A dialogue between Jenny Woolfe, Campbelltown Full Services Schools Program & Margaret Vickers, University of Western Sydney

Margaret:
What can Practitioners gain from partnerships with researchers?

Jenny:
Within the Campbelltown FSSP the practitioners were working with schools, individual students at risk of leaving school early and their families and with other agencies. We wanted to establish through research the characteristics of students at risk. Why some local students disengage from school, where they go and to what degree this could be predicted – to inform local practice.

The UWS team you led along with Joan Brown and Dev Mukerjee from ACEE and Viv White from the National Schools Network conducted several strands of research to reveal information on these issues.

The research was conducted through –

- Telephone survey of early school leavers;
- Interviews with students considered at risk of leaving school early;
- A survey conducted with the entire cohort of Year 10 in 5 schools;
- A review of related research;
- A series of research circles conducted with local teachers and agencies;

All of these provided us with relevant useful data.

Margaret:
Why is that better than using published research, books, journals and so on?

Jenny:
It gave us local data relating to our own students and their issues. It was current.
It is unlikely that many teachers have time or resources to keep up with current research. Having "live researchers" and releasing teachers to interact with them proved a very powerful and rewarding experience. It gave teachers and other practitioners the opportunity to contribute to research and the knowledge base. It was an action research strategy, which proved very beneficial.

Jenny:
Margaret, why did you as a researcher want to work on a school based project?

Margaret:
There are at least two reasons. First, we can all too easily get out of touch inside our Universities if we don't make a point of participating in projects like the Campbelltown Full Service Schools project. It has brought me into direct contact with school-based and community-based professionals who have their fingers on the pulse and know what issues are emerging. Second – the whole reason for doing research is to understand why things

happen as they do (in this case, why some kids who are really smart decide they will leave school). I have looked at many angles on this question over many years and there is not much point in just writing articles that gather dust on library shelves!

Margaret:
Researchers see direct involvement in projects like the Campbelltown FSS research project as beneficial. But what have been the traps or problems from your perspective?

Jenny:
Our concern in the early stages was to identify the channels of communication. Although initial contact and agreements were reached through you, other researchers were responsible for the implementation, for example, of the student survey. As we were unfamiliar with the process and how it was to be coordinated, there were some concerns about implementing a fairly complex logistical process (liaising and meeting the needs of both the schools and the researchers.)

Having an awareness of the need for good communication from the outset is clearly very important to a successful outcome.

Another problem area for us was negotiating the research to be undertaken. We felt that the research tools were selected to suit the needs/views of the researchers in some cases without reference to our views as practitioners. We had concerns about the length and complexity of the survey instrument to be used but were persuaded to persevere with it as it had been implemented elsewhere and our results could therefore be included in a broader study leading to publication.

The key to resolving these kinds of problems is good communication and negotiation preferably very early in the process.

Jenny:
Margaret, are there any traps or problems from your perspective?

Margaret:
Well as you said, Jenny, the key to avoiding problems is good communication and negotiation early in the process. I was naive about one aspect – that is, since I was asked by and official Departmental committee to carry out research, I assumed that the schools (or the committee) would have gained the necessary ethics clearance in advance. This was not mentioned by anyone at first, and so it did slow us all down, having to stop in our tracks and take care of it. I should have checked – again, it is important that everyone sits down at the beginning and works together on the overall plan.

Margaret:
What have been the positive outcomes form the partnership with researchers?

There have been some very useful results from our perspective. Once we sorted out the communication issues, the survey of Year 10 students results were collated and additional student information obtained six months later. Not only did this produce current information about the full range of students, but it also led to the development of a much shorter predictive survey that we had requested. This survey is about to be used in our local schools.

Another positive outcome has been the participation of local teachers and other practitioners in the research circles. Teachers have commented about how positively they view the opportunity to take "time out" to consider the "big picture" and relate it to their practice. Many engaged in networking and sharing of best practice examples of working with students at risk. This has enabled the research to achieve a level of sustainability.

In terms of hard data, your report on the research, "Learning from early school leavers" will be a lasting outcome. It will soon be up loaded to our web site. (www.tafensw.edu.au/swsit/fullservice) I look forward to any future opportunities to work in collaboration.

SESSION 2 – Group Sessions - Priorities for research action, and action plans.

(a) Priorities for action

There was considerable agreement on priorities, though the initial focus is not on research action, but clarity about the field of study. Participants wanted agreement on boundaries and broad goals established; agreement on definitions; a sound data/information base; and rapid, accurate information dissemination.

Agreement on boundaries and goals

Are we concerned about the whole upper school cohort? Or only those who might be considered "at risk'"? Are we looking for a decrease in youth unemployment, an increase in self-esteem for the middle third of youth, improvements for youth at risk, or providing employers with "factory fodder'"?

Once we have these clear we can assess program performance against the specified target groups.

Agreements on definitions

Scoping studies would help establish definitions, boundaries (between for example, career education and enterprise education) and the explanations that characterise the field.

A base for research data and information

A broad national data collection including Enterprise Education, Career Education, Structured Workplace Learning, etc that was accessible to all would advance policy, research and practice. (Practitioners were interested in ensuring this information was available to teachers). The aim should be a unified body of comparable data, and facilitate better use of it.

We need to bear in mind that the purpose of the information will shape the decision on what needs to be collected – needs are different for agenda-driven innovation, policy/systems-driven information, and individual or locally-driven innovation.

A number of approaches was suggested: researchers suggested that ECEF could liase with the ABS, researchers, policy and other data collection bodies to achieve this; and practitioners suggested a national clearinghouse, located at a university that brought together research and practice, particularly Australian research and practice. Practitioners made the point that evaluation of practices and programs needed to feed into research priorities.

A collaborative dissemination of information

Participants noted that research should integrate an extensive dissemination strategy from the start that works with key users to provide accurate research findings in ways and the time that meets their needs.

Information dissemination should include the data/information base discussed above, and information on good practice. Data should be aggregated and disseminated on a regional (or meso) basis, as well as by State and nationally. Policy advisers suggested that ECEF is well placed to carry out this role.

Establishment of goals and plans

Participants felt it would be useful to have a coordinated national research program, which identified the issues and problems, and what information is needed by which innovators and for what purposes. The scope of studies, qualitative, and quantitative, which meet these goals, should be established.

Assessment of performance

Measures and studies are needed to determine the performance, or outcomes, of all the dimensions of school to post-school transitions – programs, partnerships, students, practitioners, communications, and the national framework for vocational education in schools.

Action research

There was considerable support for action research as being an effective research method, both for its ability to draw in practitioners and other stakeholders, and for its potential to effect immediate change. Practitioners saw the need to engage practitioners in research findings, and to integrate/test these in practice. Researchers identified the need for an action research "community of practice" to give voice to the alternatives to commissioned research.

Focus of research

There was broad agreement on the need for fundamental research – longitudinal studies, and a multi-site, multi- method national program to investigate "what works for young people in transition?". There was also support for investigating the impact of programs over and above other influences.

Specific areas of research

A number of specific areas of research were proposed. They were:

1 Professional development, including through action research, around the following topics:

- Organisational structure in schools;
- An audit of Enterprise education and Career Education activities;
- Partnerships: process and strategies that work; and
- Mechanisms for the communication of those strategies.

2 Research about implementation:

- Local level collaboration among service providers, focused on the needs of the individual;
- Research as a key part of implementing the framework at a local level (policy). It was felt ECEF could play a key role in this:
- Impact of SWL, enterprise education, career education, and VET in schools on workloads and quality delivery in schools;
- How to make education and training work in complementary ways;
- The effect of engaging young people as a form of support, and
- The dynamics of partnership development and the critical elements that support partnership.

3 Other areas of research:

- The impacts of the elements of the agreed national framework for vocational education in schools, about each element of the framework, and how they interrelate;
- A detailed national dialogue/consultation for a national framework/indicators for vocational learning;
- What is known about the "rites of passage " in the post-industrial era?
- What constitutes effective marketing of career development?

Discussion on priorities

The discussion on priorities emphasised several points, the need:

- To be aware of the discontinuity between the past and the future; our need to frame the questions differently, and to seek answers in new places, and recognise the change in youth culture;
- For clarity of the field of action, and the broad purpose of our actions;
- To recognise the potential to use action research as a vehicle for change;
- Realise the great potential for collaboration between researchers and practitioners;
- To integrate the National Framework for VET in schools into our approach.

(b) Action plans

Mixed groups of participants brainstormed action plans based on either a collaborative model for research or a particular research area. Summaries of each group's proposals are on Appendix 5.

Collaborative Community Partnerships

This area was chosen by more participants for discussion than any other: One proposal involved setting up collaborative community partnerships on a regional basis, with the objective of building an enterprising culture and enhancing social capital, linking with researchers and policy makers.

The creation of a community development model was considered, with the young person as the starting point, a holistic approach, and a "rites of passage" approach. Similarly, with a focus was given to young people in the future, and the aim of building a collaborative model that began with the existing sense of community, actively encouraging young people and the community to be involved in the design, delivery, communication and evaluation of the collaborative model, and considered the role of researchers.

Information presented on partnerships stimulated the proposal of the development of a community partnership model, which was underpinned, by supportive policy, practitioner involvement, and facilitative support mechanisms.

Collaborative evaluation

Collaborative research with a SWL stakeholder was proposed, and suggestions made for a continuous improvement methodology and a collaborative process to evaluate the processes and outcomes of SWL,

Teacher development

Suggestions were made for an audit of the role requirements and skill needs of those involved in school to work transitions in the new environment; and an examination of current training against those needs. Various mechanisms for future action were scoped, including documentation of best practice, and consortiums of professional networks.

A coherent framework for research, brokered by ECEF

This was proposed with the intention of providing a clear description and analysis of the transition from school to adult life. The key component would be a synthesis project to link all the others and provide meta-analysis.

Other recommendations involved a number of research activities with ECEF playing a key role in establishing an overarching evaluation framework. Destination tracking through action research and focussing on quality issues were raised, and a particular interest in student satisfaction with schools, teachers and work. Destination on both a national scale, and with a community focus, was also suggested. Local data should be collected by communities and fed back to schools for intervention, changes in school processes, and community building.

What happens next: participants' views

Participants at the forum were interested in early information dissemination from the forum, and in follow-up action, both IT- based and face-to-face (perhaps on a State basis). The upcoming ACER conference was seen as a useful vehicle.

It was felt that business/industry participation was essential in the future, and that youth should have a voce in the discussions.

A number of participants felt that the relationship with the MCEETYA framework needs to be clarified. It may be that ECEF's strategic plan is a useful vehicle for clarifying the research agenda, as well as ECEF's ongoing role. Despite the length of the list of research areas, and proposals for future action, delegates were emphatic there should be no premature narrowing of the agenda.

ECEF Chair: Closing remarks

Harris Van Beek , CEO, ECEF

Harris van Beek returned to the two themes of the conference – improving linkages among researchers, policy advisers, and practitioners, and developing the research agenda – and the possible roles ECEF might play in these. We are all in the midst of long term cultural change, which will require new paradigms and new strategies – an ability to "think outside the square".

Linking policy, research and practice.

We need to develop a common language, and a common agenda. We need common goals and a shared vision of the outcomes we are seeking to achieve. The VET in schools Framework provides the foundation for reaching agreement on definitions and the interrelationships between community partnerships, VET, Enterprise Learning, and Student Support services.

We must make better use of what we already know – use existing research and data sets to inform policy and practice. Regional collaboration, data and strategies must be improved.

At a more specific level, we need to understand what transition programs are seeking to achieve and how each of them fit together to achieve it. We need to be clear how Structured Workplace learning, Enterprise Education, And Career Education can be integrated into the curriculum and teacher education; and how they fit together and meet the objectives of the transition initiative.

The research agenda

Research needs to be timely, relevant and targeted. At the same time, we need to be careful not to be too reductionist in the construction of the agenda, not think that this forum has produced the complete list of research gaps.

Some gaps that have emerged very clearly, and will be part of any future agenda are:

- Action research, with an emphasis on building a community of practitioners;
- Community partnerships, with the important opportunities they present for quality research, and the development of trust;
- The implementation of the VET in Schools framework, in terms of its progress, and the impact of change on schools;
- Professional development of teachers, and an understanding of how best to support it.

Research needs always to be mindful of the diverse range of impacts of VET in schools – it involves whole of school change, the role of teachers, it impacts on the methodologies of teaching, on business and its involvement with learning, and it has widespread community implications and outcomes for students.

ECEF's role

ECEF could, and should, be a broker, both of information and more broadly. It has an active role to play in shaping the coordination of a relevant national research agenda, in shaping appropriate methodologies, and in putting researchers and practitioners in touch with each other as a way of establishing action based research initiatives.

ECEF has a role to play as a facilitator that can bring groups together that are restricted due to lack of time, facilities, or other resources, to help them establish relationships and move forward. ECEF is actively promoting a more co-ordinated approach to funding arrangements, policy implications, and research.

The Commonwealth is making a long-term commitment to SWL and workplace co-ordination, and a more obvious commitment to enterprise education, and career education in schools through the establishment of ECEF. The work of this Forum, and post Forum activity by ECEF will contribute to this.

ECEF will continue to promote greater linkages between policy, research, and practice. It will continue to help shape the national research agenda. This forum has been a turning point in the way in which we look at how research can more effectively inform policy, how practitioners can more effectively inform research and contribute to the shaping of policy, and how policy can be more responsive to the realities of practitioners. The collaboration of all of the parties is the important task for ensuring young people move successfully from school to the adult world.

Next Steps

Work can begin on some issues immediately – in fact, some has already begun. We know from feedback we have already received since the forum that some participants have already begun setting up networks, and taking joint action.

ECEF itself will continue to play a key role including:

1. Developing a paper for continuing the construction of the research agenda.
2. We will set out our thinking on the scope of the field of research study, and working definitions of the sub-disciplines.
3. We will develop a research plan to map out existing research, identify gaps and potential new research
4. We intend to engage with the appropriate research bodies to discuss action based research for school to work transitions – the most useful areas to focus on, how it might be carried out, and the implications and likely outcomes of doing so.
5. Teacher development will also be an ECEF focus.
6. ECEF will develop some models for knowledge management. We need to think through the best ways of making sure knowledge is timely, relevant, useful, and accessible to those who wish to use it. As users span national, regional and local settings, and have time horizons that stretch from the quotidian to multi-year, careful thought needs to be given to this issue. We need also to be realistic about the constraints on those from whom we wish to collect information.
7. ECEF will continue to work to bring research, policy and practice together – through facilitation, brokerage, and the active encouragement of joint action by all three parties. The post Forum e-discussion group will be a major contributor to this facilitation.
8. ECEF will convene State and regional discussions over the coming months to continue the work of the Forum. The research paper, following up on the gaps and proposals for research action developed at the Forum, together with the working definitions and scope of the field; ideas for action research, knowledge management, and research agenda-building will be give us a sound basis for continuing the work begun at the Forum.

Appendices

1. Jack Keating
2. Wendy Patton
3. David Birch
4. Jacqueline Shimeld
5. Action plans (Zing material)
6. List of attendees

Marshalling Research to Influence Policy Change – A recent Victorian Case Study

Jack Keating
Department of Industry, Professional and Adult Education, RMIT University

Introduction

I think that it is fair to say that educational researchers have made a relatively poor contribution to education policy in Australia. Contributions towards teaching practices have been significant, but in the broad field of education, training and employment the contribution has been weak, especially in comparison with some other countries.

Three sets of reasons for this situation might be identified. First the structure of Australian education and to a lesser extent training is not conducive to research based policy. The federalist structure, the uniquely confused government and non-government school 'systems', and the sectoral silos tend to make policy more an outcome of political and sectoral behaviour than arguably needs to be. Second there is a reluctance to establish policy regimes that are research based within the education and training systems. This is not to say that there has been an aversion to supporting research, and Australia by now is probably a world leader in VET research. The issue is how this research is marshalled and then used to influence the policy makers. A third reason, I would argue, is the behaviour of the research community. There is a case to be made that to an unnecessary extent the research community, especially in the universities, has had a reluctance to grasp the realities of the policy context for governments and key policy makers, and to provide research based advice that will be received with confidence.

These three sets of reasons are especially acute at the post compulsory level where policy issues become more complex with the diversification of needs, programs and providers, and the intersection of education and training with a broad range of other social and economic issues and needs. A critical point about research at this level is that it is within a policy context that is extremely complex. So abstraction into pure research might be intellectually challenging, but its ignorance of the complexities of the context make its application improbable. Those of us who are in universities, in particular, need to understand this.

Research in this area requires some understanding of a very broad range of fields. We obviously need to have aknowledge of education and training practices, including learning theories. An understanding of schools, institutes and other providers is needed, as well organisational behaviour, including the concept of learning organisations. Education and training are overlaid with various systems: financial, legal, industrial and qualifications that we need to understand. We need to understand the social and economic milieu for young people, including a good knowledge of the labour market and its behaviour and trends. This also requires an understanding the impact of global change upon this milieu. There is also a compelling need to understand the values and policy contexts, and the processes of policy formation and implementation.

In short, education researchers, especially at the post-compulsory level need two things: A broad and rich world view and understanding, and values. Education and training are strongly values based, and fortunately in our case the values are linked to democratic principles. In the same way that I am arguing that researchers cannot be abstracted from the social, economic and

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political context of education and training, I also am arguing that we cannot be abstracted from values.

So I am arguing that research in the area that we are dealing with is all about context: global, national and local; economic and social; institutional, community and individual; political and values. Obviously we can't be engaged in research across all of these areas. But we need to have some knowledge of what the research is saying in these areas.

A Victorian Case Study

The case study that I have been asked to talk about is the establishment of the Local Learning and Employment Networks in Victoria. I am in a fortunate position in that these networks have only just been established, so I don't have to justify all of the problems that will most probably emerge. On the other hand, problems will be part of the picture - part of the outcomes that the research indicates we will need to become more used to.

The political context for this has been a new Government with a policy of economic and regional development (being very conscious of its electoral and parliamentary constituencies), fiscal responsibility, and social justice. It also has a policy of looking towards post-compulsory education, training and employment in a holistic manner. To an extent the Victorian Government is similar to the Blair Government in the UK. It has followed a radical conservative Government that has privatised much of the public infrastructure, and it is a fiscally and economically conservative, but socially progressive Government. Like Blair's 'third way', Labor in Victoria needs to find new ways of working with civil society. We also have a highly capable minister, Lynne Kosky, with a strong sense of social justice. It was her decision, supported by the Government, to establish a Ministerial Review into education and training pathways.

Peter Kirby, as chair of the Review was keen that we should make it research based. As a consequence we commissioned research from a range of people in areas such as patterns of participation and outcomes, financing, and international developments in education, training and the labour market.

Research levels

1. Broad context (contextual research-review)

The Government's policy and the early scoping work of the Kirby Review was informed by a range of research literature. Two important contributions were the books developed and published by the Dusseldorp Skills Forum (1998; 1999):

- Australia's Youth: reality and risk; and
- Australia's young adults: the deepening divide.

These seminal publications established that the overall employment situation for young people in Australia, despite a long period of national economic growth, is very poor and has worsened.

2. International comparisons (comparative research)

It was necessary also to consider the international context, both as a means of comparing Australian data with those of other countries, and as a means of identifying international trends in transition pathways for young people. We relied heavily upon OECD data on participation and outcomes, and on OECD analysis of trends. Publications include:

- Education at a Glance (2000);

- Literacy in the Learning Age (2000b); and
- The thematic review of transition from education to working life (1999).

It was also considered necessary to gain some understanding of the impact of broader global social and economic changes, as well as the policy responses of nations. We used Richard Curtain to undertake a broad review of the literature in this area, including literature on economic and social innovation.

3. Participation and Outcomes in Victoria (statistical research)

In examining the Victorian context, a first piece of research was to examine the patterns of participation and outcomes in post compulsory education and training in the state. We used Richard Teese and his colleagues at the Educational Outcomes unit at Melbourne University.

We noted a couple of key thinks:

- there are significant regional disparities in patterns of participation and outcomes;
- there are linkages between educational failure, regional unemployment, and early school leaving
- the role of TAFE as a compensatory provider for the school age cohort is not properly acknowledged in the policy regime, that assumes that all young people of school age should be in schools doing the Victorian Certificate of Education As indicated by the following table, TAFE school age enrolments have grown very rapidly over a five year period.

Participation in VET, 15 – 17 year olds, Victoria 1994-99

	94	**95**	**96**	**97**	**98**	**99**
Other	50	82	58	33	138	
Short	4305	4565	4173	3896	3125	3554
Basic (I/II)	299	429	739	939	1132	1483
Cert III	4585	5589	5106	5096	5476	6282
VCE	480	595	832	819	826	677
Middle-level	777	1111	1115	1320	1717	1644
Total	13190	16240	18680	20554	22602	26989

- the important and unacknowledged role of the Adult and Community Education sector in providing for the school age cohort.

Apart from the broad outcomes data we needed to understand the experiences of young people. This area is now better served by a range of research on early school leaving and transition and pathways, such as the 'Out of Education' report by Helen Stokes. The work of Peter Dwyer and others at the Youth Research Centre at Melbourne University confirmed other analyses that indicate that youth transition pathways are longer, more complex, non-linear, more varied and more dynamic.

These findings complemented the observation that almost half of year 10 students in Victoria were taking one or more VCE units, or equivalent level courses. It was also observed that policy and program frameworks were based largely on assumptions about altogether different pathways.

4. The Policy Field in Education, Training and Transition (policy research-review)

A broad review of the literature on globalisation revealed an increased interest on the part of governments and community in social capital, which broadly matches the Victorian

Government's agenda of community building. A recent OECD observation is that *"regions with high levels of social capital derived manifold benefits, including superior economic performance."* (OECD, 2001)

This broad ranging use of research, therefore, led to the following agenda:

- the need to improve education and pathways outcomes, especially for those regions and those groups that have poor outcomes;
- the need for education and training to support the needs of industry and the economy; and
- the need for education and training to support community building.

These can be summarised as social and economic justice; human capital and social capital. A further observation from the research is that the pursuit of all three goals is complementary.

5. Regional consultations and submissions: local responses (empirical research)

It is generally the case that innovation in education and training, especially at the post compulsory level, mostly comes from the field, although frequently supported by outside organisations such as the Dusseldorp Skills Forum and subsequently the ASTF/ECEF. This was certainly the case in VET in schools and school-industry programs (Curriculum Corporation, 1994).

The Kirby Review, therefore, undertook a series of 15 day long regional hearings and consultations around the state. From these hearings and the submissions to the Review it was apparent that a significant number of networks had developed at the local and regional levels. A number of networks had emerged through the ASTF clusters, but others had been led by TAFE institutes, ACE providers, industry and local government.

The Government's policy position had been to establish a series of post-compulsory education, training and employment across the state. The findings from the hearings and the submissions suggested that the establishment of a relatively centralised structure of committees built upon a common formula would be counter to the features of innovation: diversity, dynamism, and regionalism.

6. International approaches

The most cursory review of the literature on global change would show the considerable interest in regionalism. The review committee therefore decided to look at some international developments. We looked at the UK, for the reasons outlined above, as well as the traditional similarities in education and training cultures. Dave Turner understood a broad analysis of the UK developments for the Review. The rate of policy innovation in the UK is enormous, and it was not the intent to borrow approaches and innovation. A number of themes, however, were identifiable: diversity, choice, dynamism, local/regional, accountability and whole of government.

The Review also looked at developments in Denmark. The social democracies of Northern Europe have always held interest fro Labor Governments in Australia and Denmark's recent economic and social performances has been impressive. There is an emphasis upon local approaches, diverse but managed pathways for young people, strong linkages between education and industry, and a strong emphasis upon social partnership between government, unions and business. Danish officials are emphatic that this is not a corporatist approach: it is far more distributed than a centralised corporatist approach. It is also more local and has more diversified relationships.

7. The role of Government: theoretical approaches

These broad international observations of a growing emphasis upon regionalism, whole of government, social partnerships, diversity and dynamism match some emerging approaches to policy theory that emphasis the importance the meso or middle level rather than the macro and micro levels. One approach in the area of governance is network theory, which is premised upon the observation that the work of government has become increasingly difficult in the context of the profound economic, social and technological changes of the information age. As a consequence governments are being forced to develop new relationships with civil society, but the old centralised corporatist approaches are no longer appropriate. They are too monolithic, too slow to respond, and do not have the capacity to deal with regional and local diversity. Governments will increasingly establish and use different relations with industry, community organisations and the rest of civil society. This is likely to be characterised by greater change and greater diversity, as well as by clearer expectations of outcomes, responsibility and accountability.

These themes have been reflected in Victoria's decision to set targets for post compulsory education and training, and in the recent speeches by the Premier and Minister that emphasised partnerships with industry and beyond, and a whole of Government approach.

It is curious that policy studies in education have continued to concentrate upon the macro and the micro levels. The meso level offers a rich field for policy research, especially for comparative research.

The theoretical literature is supported also by a range of other reports and developments in education, training and employment in Australia.
They include:

- the ASTF report on Bright Futures for Young Australians
- the Boston Consulting Group report to the BCA on Pathways to Work
- the Commonwealth Taskforce on Youth chaired by David Eldridge.

8. A developmental approach

Upon the basis of this research and analysis the Review panel reached the following conclusions:

- the Government's policy of an integrated post-compulsory phase in education, training and employment needs to be developed at the regional level, not just centrally;
- there is a need for better monitoring of outcomes at a regional level, and a more shared responsibility and accountability for these outcomes;
- local or regional partnership and networks offer greater potential for whole of government and whole of community, including industry, approaches;
- there is a need to utilise and nurture local partnerships and networks that already exist;
- the nature of these networks and their responsibilities needs more research and trialing;
- there is the potential to use networks to trial new approaches to some other pressing issues in education and training, including funding models, access and accountability principles, cultures and mechanisms, and courses and qualifications;
- local government offers the potential for an organisational and boundaries framework.

The Review proposed that up to 15 networks be funded for 2001, with the rest of the state covered by 2003.

To an extent, therefore, the LLENs can be regarded as a very large research project.

They have broad aims of:

- facilitating collaboration between providers
- nurturing linkages and partnerships with industry and other elements of the community

- monitoring outcomes
- developing greater responsibility and accountability for outcomes
- informing government policy.

This last element is designed to be achieved through a linkage with the new Learning and Employment Skills Commission, which has replaced the State Training Board and expanded its role to include a broad role in monitoring patterns of participation and outcomes and providing advice to the Government on post compulsory education training and employment.

Complementary development

Finally, it is important to mention an associated development that resulted from the Kirby Review. The Review was asked to provide advice on the establishment of a single qualifications authority, as has been done in a number of other countries and regions. Two options were considered. One was to transfer all accreditation, certificate and quality assurance functions to the Board of Studies. The other was to establish a new body and to transfer these functions to it. The latter was chosen and legislation was passed to establish the Victorian Qualifications Authority.

While there were a number of reasons for this decision, the main arguments are the same that led to the recommendations on the LLENs. In short we are facing an environment of change, diversity and different regional needs and characteristics. If we are to support lifelong learning there is a need for a more responsive and dynamic qualifications response. These changes are also influencing qualifications, as has been recognised by the OECD (2001). It is interesting to note, therefore, that in the Netherlands there have been recent moves to allow for qualifications designs to allow for variable needs at the regional level, or as it has been put, at the 'meso' level

Conclusions

At one level I think that we can boast that the Kirby Report in Victoria is a successful report. All of its recommendations were accepted or noted by the Government, and all of those that proposed specific actions are being implemented (or meant to be – never under estimate the power of institutional malaise). As well, it appears to have gained some good press amongst the broad education policy community. As well, it has resulted in three pieces of legislation. At another level, that of real outcomes, we cannot claim any success at this stage.
But as an exercise in influencing and directing policy I think that so far it has got somewhere. I must acknowledge that much of this is due to the prestige, skill and wisdom of Peter Kirby. The approach that we took allowed us to build support: the use of the hearings, the use of an interim report, and the open access that groups had to the review panel.

But I also think that it has been successful in influencing policy because it is research based. The lesson, then, is let the research speak for itself. Good research is that which is accurate and truthful, as well as relevant. But it must also speak to its audience. Most people will make good judgements when they are given a comprehensive, accurate and comprehendible picture – even those in government.

I understand that one aim of the Department of Education, Employment and Training is to act as a service agency and to provide each of the networks with data on local education, training, employment and industry. This is based upon research that indicates that education and training providers will consistently improve their outcomes when provided with relevant data on outcomes.

Finally I would like to suggest that when all of the research is brought together only one conclusion can be reached. The arrangements for post compulsory education, training and employment will need to change. Our own research has indicated trends in the labour market, the ways in which people are working, the impact of technology, social trends, the priorities and approaches of governments that will certainly have an impact upon education and training. These dynamics point to a range of considerations: diversity and flexibility, regional approaches, whole of government and whole of community, outcomes based, responsibility and accountability. Old mores of sectoral and industrial boundaries, stability and isolation, central control and certainty, as with other industries, will have their limitations.

The case study that I've attempted to describe is an attempt to respond to change by allowing the assets of communities to make a contribution to this response. What the response should be is still unclear. But I suspect that this is part of the story: Old certainties can't be recaptured, and we will need to get used to change, diversity and its associated problems. But this has its benefits, as it requires us to look at the outcomes, to acknowledge them, take responsibility for them, and to do something about them. It puts research into the picture at all levels.

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Career Education: What We Know, What We Need To Know.

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Two major influences are impacting on the nature of educational and career services in Australia, and indeed worldwide. First, well-documented changes in the world of work have changed our understanding of 'career' and increased the importance of, and changed the nature of, education and career services. Second, changing theoretical paradigms have challenged the traditional nature of practice. Challenges to the way career work is conducted are therefore theoretically and contextually driven. Career work needs to be reconceptualised as lifelong learning if individuals are to construct satisfying life careers for themselves within changing environments. In this presentation I will outline the changing context in which career education operates, provide some clarification about definitions within this field, and outline a brief history of career education in Australia and the strengthening points of rationale for its inclusion in career development contexts. Finally I will detail the research support for career education, posit some questions that we still need to address, and provide some insights into its future.

Changes in the world of work

In the year 2001, we are in a postindustrial or postmodern era, where traditional notions of work and career are no longer relevant. It is no longer startling to refer to the dramatic changes in the world of work and the implications for workers that this era has brought. These have been extensively documented in a range of sources (Feller & Walz, 1996; Hall, 1996; Herr, 1997; Patton & McMahon, 1999; Watts, 1996). The diversity in occupational structures at the beginning of the industrial era is being replaced by a globalised work force which is characterised by considerable flux and turbulence. Most writers commenting on the changing world of work draw attention to issues such as:

- globalisation of the work force;
- organisational transformations in the work force;
- the rising importance of the knowledge worker;
- a growing awareness of linkages between world of work experiences and physical and mental health, family responsibilities and life options;
- changes in legislation and practice in relation to working women; and
- changes in the pathways between school and work.

Changes in understandings about career

The reorganisation of the workplace has transformed the employment contract and the meaning of career. Full employment is a thing of the past, one job for life is an outcome available to only a few, and job mobility and career change are increasingly common. This theme of change in career is reflected in the following metaphor proffered by Knowdell (1996).

The 1950s career can be described as a ride on a train along steady and stable tracks to a predictable destination.

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By the 1970s, as the nature of the world of work began to change, the metaphor of a journey on a bus was more appropriate in that buses respond to changing traffic conditions, may change routes along the way or even change destinations. However the bus schedule was still largely determined by the bus company.
In considering careers and work in this century, writers suggest that the most appropriate vehicle for the journey is the all terrain vehicle. The most significant difference brought about with this change of vehicle for the 21st century is that the individual will be in the driving seat.

This metaphor reflects the change in the notion of an individual with one job with one employer; increasingly individuals will construct, or be in the driver's seat of, a career portfolio, or a series of jobs which encompass the working week.

Hall and his colleagues (1996) describe the rise of the "protean career":
...people's careers increasingly will become a succession of "ministages" (or short cycle learning stages) of exploration-trial-mastery-exit, as they move in and out of various product areas, technologies, functions, organizations, and other work environments (p. 33).
... this protean form of career involves horizontal growth, expanding one's range of competencies and ways if connecting to work and other people, as opposed to the more traditional vertical growth of success. In the protean form of growth, the goal is learning, psychological success, and expansion of the identity. In the more traditional form, the goal was advancement, success and esteem in the eyes of others, and power (p. 35).

Herr (1992) emphasises that careers need to be construed as the creations of individuals; the word career can no longer be regarded as synonymous with job or occupation. Individuals need to "regard themselves as being self-employed" (Collin & Watts, 1996, p. 391) and view the employer as their customer. As a consequence, individuals need to focus on learning and developing skills that enhance current performance and qualify them for the next job. Lifetime employment must become lifetime employability. In learning to "manage their own career" (Savickas, 1997, p. 256), individuals' resumes become a list of transferable skills and adaptive strengths.

Before exploring these issues further, I will attempt to clarify some relevant terms.

What career education is not

There are many misconceptions and various terms in the literature on career development and career work is often misconstrued as:

- Expert advice available from professionals who can accurately predict where jobs will be in the future and can help individuals make perfect choices.
- A battery of tests will lead to the perfect occupation.
- Career development is remedial help for people who have trouble finding or holding a job.
- Information on how to write a resume and attend a job interview.

In other contexts it has been equated with work experience or work placement programs, and with vocational education.

Career education is often confused with career counselling and career information, and the distinction needs to be clarified. Career counselling is a more intensive activity and is most often conducted in a one-to-one or small group setting. It is concerned with assisting individuals to identify, own and manage their career concerns. Career information is a very inclusive concept and consists of job and occupational descriptions, information about employment trends and consequent opportunities or declines in opportunity, details about courses and qualifications, and information about costs, remuneration and financial assistance associated with educational and vocational options.

These activities, which are designed to assist individuals make and implement informed choices related to their career development, are grouped under the umbrella of career guidance, or educational and vocational guidance as it is referred to in many countries. The changing nature of the world of work and of career has led to a changed focus in the practice of guidance which traditionally emphasised the expert guiding, or "matching" individuals to jobs.

Reflecting theoretical and practical input, more recently, the term career development has been proffered as descriptive of both the factors and the processes influencing career behaviour, and synonymous with career intervention, that is the practice of career development.

> *Career development is the process of managing learning and work over the lifespan. In managing learning and work well, individuals are able to make productive choices and move toward building their desired futures.*

This discussion about terms not only aims to dispel confusion, but also to illustrate that career work, the terms we use for it and its practice, is still evolving.

What is career education?

In Australia, the former Career Education Taskforce of the Ministerial Council for Education, Employment, Training and Youth Affairs (MCEETYA, 1998) defines career education as being concerned with

> *the development of knowledge, skills and attitudes through a planned program of learning experiences in education and training settings which will assist students to make informed decisions about their study and/or work options and enable effective participation in working life.*

The Board of ECEF has adopted the following as a working definition:

> *Career education provides planned learning experiences to enable young people to make informed choices about their future.*

The subject matter or content of career education contains three major elements.

1. Self-awareness/preparation: Helps clarify personal values, strengths, potential and aspirations. The skills acquired in this phase are used throughout the lifespan.
2. Opportunity awareness: Relates to the world of work (paid and unpaid) in which individuals make choices. Individuals need to understand issues and trends that affect education/training and employment opportunities, to learn respect for work of all kinds,

and to learn about the full range of opportunities available to them and how to access them.

3. Decision and transition learning: Building capacity to transfer skills to further learning and employment. Involves action plans to accomplish learning goals. Includes skills in
    - career management and decision making;
    - seeking and maintaining jobs;
    - making career transitions;
    - managing unexpected change; and
    - participating in lifelong learning.

Career education has traditionally been located in schools. However, as discussed previously, theoretical and practical changes have increased the imperative to broaden our notion of career education toward a broader range of clients, settings and activities. It may well be termed career development practice, or career development learning.

Career education in Australia

In Australia, a range of career services has traditionally been located in schools, predominantly as an ad-hoc activity with large numbers of students for each career counsellor. While the beginnings of traditional vocational guidance in Australia have been identified as early as the 1920s (Morgan & Hart, 1977), the acknowledgment of the need for a broader and more consolidated program basis to career services in schools was not evident until the first national career education conference in 1977 (Hart & Morgan, 1977). The development of career education in Australia was a reflection of theoretical and practical developments occurring in the UK and US during the fifties, sixties and seventies. In 1977, Morgan and Hart commented on the "ad-hoc experimentation" (p. 6) in relation to career education in the sixties and seventies; reviews of career education practices across the states in 1996 revealed that little had changed (Shears, 1996). Despite considerable increased interest and policy attention at the national and state level during the early 1990s (Australian Educational Council Review Committee [Finn], 1991; Australian Education Council, 1992; Davis & Braithwaite, 1990; National Board of Employment, Education and Training, 1991), and more recently (e.g., CEAV/Dusseldorp Skills Forum, 1997; Education Queensland, 1999), "In real terms … career education has received scant attention in the major curriculum reforms across Australia" (McCowan & McKenzie, 1997, p. vii).

There is no single agency in each state providing career education and related career services to all individuals. Across education and employment sectors, different bodies have responsibility for what is included. In most cases, provision of career education is not mandatory and individual schools/institutions can decide on level and type, if any, of provision. What exists in schools can be represented along a continuum, beginning with a developmental curriculum from pre-school to year 12. At the other end is provision of one or more individuals who incorporate career counselling and perhaps the maintenance of a career information system into their role. Between these points career activities may include components in related teaching and learning activities, guest speakers, career expos, and experiential activities such as work placement and work experience placed within formal career programs. Some curriculum documents include some discussion on people and work, and may stretch to an inclusion of preparation for the job search. More recently, some employment related school programs, such as JPP programs, incorporate elements of career education within their activities. Incorporation of government funded career counselling by a national provider into offerings for unemployed young people is also a recent initiative.

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A number of policy initiatives have recently reinvigorated discussion on career education. Within an educational and vocational environment that includes multiple pathways to and between multiple occupational options, the Adelaide Declaration on National Goals for Schooling in the 21st Century (MCEETYA, 1999) emphasises the commitment to collaboration for the purposes of "further strengthening schools as learning communities where teachers, students and their families work in partnership with business, industry and the wider community". In particular Goal 1.5 focuses on the importance of schools ensuring that students

> *have employment related skills and an understanding of the work environment, career options and pathways as a foundation for, and positive attitudes towards, vocational education and training, further education, employment and lifelong learning*;

In addition, the Ministerial Council on Education, Employment and Training Affairs (MCEETYA, 2000) agreed that career information and guidance are key elements underpinning successful transition for all school students to further education, training and employment. However, the many government policies and reports have not yet translated into a consistent national practice in education, training and employment services. The recent renaming and reinvigoration of the MCEETYA National Careers Taskforce (NCT), whose terms of reference include making recommendations to Ministers about career services suggests a positive direction, as of does the existence of ECEF. The NCT's role is also to manage and monitor the development of the new National Career Information System.

While practitioner numbers are growing, a professional association for career counsellors (Australian Association of Career Counsellors) is only a decade old. The AACC is playing a key role in the development of a consortium of State based and other career associations (Career Industry Consortium Australia, CICA). Membership includes career education associations, school counsellor and guidance officer associations and other related professional bodies. Career practitioners perform a variety of roles to meet a range of client needs, come from a range of professional backgrounds and work in varied settings. The establishment of this consortium aims to build a united industry across this variety.

Rationale for career education

The rationale for increased interest in career development practice is firmly centred in public and private good (Watts, 2000). Career development specialists focus on the nexus between the individual and the systems in which he or she operates; as such career services serve to benefit society as well as individuals. While career development practice serves to prepare individuals for the world of work, in public policy terms it also serves to increase social equity in relation to access to educational and vocational opportunities, in addition to its broader economic value, nationally and globally (Herr, 1992; Killeen, White, & Watts, 1992; Watts, 2000). Krumboltz (1996) claimed that "The economic welfare of the nation depends on its citizens learning career relevant skills and characteristics and learning to adapt to a constantly changing work environment" (p. 75). Watts (1996) asserted that the function of career guidance in this context is as a market maker: the education, training and labour markets can work more effectively if all players are informed of the options and movements within each market. In this sense, career development can be viewed from a policy perspective as a broker between individual and societal needs. The encouragement of "active individuals" can lead to development of community choices, and community sustainability.

How is career development work changing?

Within the changing educational and work environment and amidst changing definitions of career, the practice of career work needs to change. The trait and factor approach to vocational guidance evolved at a time when career choice was a once in a lifetime activity. However changing notions of career demand a rethink about the relationship between the individual and career and a focus on its holistic nature. Savickas (1999) suggests that

> *In the future, personal stability will have to come from the meaning and values workers construct subjectively for themselves, not receive objectively from their occupational titles (p. 54).*

Choosing a career is not an objective process and does not occur in a vacuum; it is intricately linked to the contexts, family, social, national and global, in which individuals operate and in which the process of career development operates. New constructs such as work role salience, work importance and work-family integration illustrate this move in the place of work in individuals' lives. Career education itself is being redefined. With the need to revisit the career decision making process several times during a lifetime, Collin and Watts (1996) also emphasise the need for a broader conceptualization of career development work, or career development practice, to be cast within a learning framework:

- *the role of career education in initial education needs to be strengthened and re-cast as the foundations for lifelong career development;*
- *in career guidance methodology, more attention needs to be paid to the constructivist approaches, helping individuals to develop their subjective career narratives; and*
- *to provide a formal frame for career narratives but also to maintain the dialectic between subjective and objective careers, career guidance services need to support individuals in regular recording of achievement and action planning (pp. 394-395).*

The work of Collin and Watts (1996) calls attention to the need to incorporate approaches of constructivist theory into career development work. Constructivism emphasises the proactive nature of human knowing, acknowledging that individuals participate in the construction of their own reality. More emphasis is placed on subjective processes of the individual rather than objectivity. In general, the individual maintains a more active role in the learning process (in formal curriculum and in the counselling process), which is characterised by an active learner/participator being facilitated by a teacher/counsellor, or career development facilitator. The focus of these processes is enabling individuals to act for themselves in creating meaning from and for their lives, thereby preparing themselves for multiple career decision making phases throughout their lives. Thus career development facilitation may be the term for the 21st century to describe this process.

As discussed earlier, career education, or career development work, need to be accessible to a larger number and more diverse range of individuals throughout their working lives. Recognition of this in Australia has led to a number of initiatives. Santic (2000) outlines the development and implementation of a career development program for a large public sector organisation to assist employees of all levels. Donohue and Patton (1998) focus on the educational and vocational guidance needs of long term unemployed individuals and describe the development and evaluation of a career guidance program. Similar to both of these programs, Furness (1999) describes a career program which is partly funded by a building workers' union. In acknowledging the lifelong nature of career, Ozanne (in press) emphasises the relevance of facilitating the career development needs of pre-retirees and presents examples of career development content within pre-retirement programs. Expansion of these programs is beyond the scope of this presentation.

Insight into the future of career development work

Current practices in Australia are operated within a large uncoordinated network, by professionals with a wide variety of training and disciplinary backgrounds, and funded through a wide array of government and community sources. The future at the very least demands a greater coordination of career services in Australia.

In the future, career education demands a curriculum base which is flexible enough to attend to changing age of participants, changing needs related to lifestages of participants, and changing environments in which the learning experiences might be offered. Herr (1991) urged career development specialists to identify a core set of activities which could be tailored to different populations by gender and age across the life-cycle. What is imperative however, is that career education become an integral part of the primary and secondary school curriculum, available to all students irrespective of educational and career aspirations (see McMahon & Carroll, 1999a,b for an example). Schools may not be the only learning site for career education programs. For post-school populations, Savickas (1999) suggested that core career activities, such as education, counselling, information sources, placement and mentoring, be coordinated and provided in one location, such as public libraries. Within such a model, individuals could be assessed by an intake officer and directed to the core service which was most appropriate for their career concern.

In general, it would seem that changing work environments will increase the imperative for career programs and services to assist individuals to identify and learn the skills by which they can more effectively manage and develop their careers. Although it is unclear what proportion of the workforce will be affected by "new careers", personal flexibility in the world of work means that people in the 21st century will need to know:

- how to change with change;
- how to accept ambiguity and uncertainty;
- how to negotiate job or career changes on multiple occasions;
- how to plan and act on shifting career opportunities;
- how to develop technical and social skills;
- how to be resilient - to persevere in the face of change and unplanned for occurrences.

Finally, training of career development specialists needs to parallel this anticipated growth in demand. In Australia, career practitioners enter the field through a range of pathways. Approximately nine undergraduate courses offer a career education/counselling component. Four formal tertiary courses in career development exist. Many career practitioners have backgrounds in education, psychology and social work and do not have formal training in career related studies. While a set of professional competencies for career practitioners exists (NBEET, 1992), it is imperative that professionalism of the industry demands appropriate qualifications which adhere to the competencies. This is a particular challenge for the future.

Research and career education: What do we know from the existing literature?

Career education is underpinned by a body of theory which extends back to the early 1900s (Patton & McMahon, 1999). In addition, extensive research conducted by scientists from a range of disciplines, including economics, psychology and sociology, has contributed to a research literature. In particular, the science of career psychology has provided practitioners and policy makers with valuable information with respect to their particular fields. This section of my presentation will attempt to isolate nine key conclusions derived from the career psychology research literature. Part of the challenge of career researchers is to articulate and disseminate this knowledge appropriately.

1. Childhood socialisation influences adult work performance and job satisfaction.

A number of longitudinal studies by career psychologists have identified the role of planful competence, developed in early adolescence and defined as "a syndrome of self-confidence, dependability and effective use of intellectual resources" (Savickas, 1999, p. 59), as crucial in facilitating the following in adolescents:

- ability to make informed life choices;
- assistance in eliciting social support when necessary;
- contributed to reaching their goals; and
- enabled them to deal with the unstructured aspects of work life.

Similarly, longitudinal work by epidemiologists and development psychologists have identified early skill development with later life adjustment in work and other life roles.

2. Part-time work contributes to the socialisation and development of adolescents.

Work is an important social context contributing to the development of young people (along with family, school and peer group). Many adolescents in full-time education work outside the home for up to 24 hours per week. Many of these young people engaged in this combination of activities are living now the kind of career we discussed earlier – a combination of activities in education and work. A number of studies have found that these young people exhibit more characteristics of career maturity than their counterparts. In order for young people to make meaningful links between school and work, it would seem prudent for schools to more closely link the workplace as a site for learning, and not only in the formal structured workplace learning programs. Even more radically, reconceptualising adolescence as a lifestage of education and part-time work may introduce greater flexibility to the decision making process during this time of life, and more accurately reflect the lifelong learning and job flexibility which will characterise the lives of today's young people. Such a reconceptualisation may also reduce the drifting and floundering that occurs for so many young people after the formal school/university years.

3. *Knowing how the world of work is organised facilitates career decision making and job transition.*

A number of researchers have attempted to develop a compact view of the world of work to assist in the career decision making process. An example is the work of Holland (1997) whose work reflects more than 40 years of research. By mapping jobs using psychological attributes, and organizing occupational information using the same language, individuals and career development practitioners can negotiate a large and complex territory. Knowing how environments are organised is also a transferable skill young people can adapt throughout life.

4. *Exploration and information about the world of work leads to better career decisions.*

Exploring the world of work increases self-knowledge as well as an awareness of suitable educational and occupational options. Developing and maintaining information networks is an important imperative for public policy in this field.

5. *Interests shape occupational preferences and enhance learning during training.*

One of the most significant accomplishments of career psychology has been the measurement of vocational interests. Over 75 years of research has produced a clear picture of interests as a motivational construct, as well as a method for communicating results of interest inventories which will foster career exploratory behaviour and decision making. Self-knowledge about interests enhances educational and career decision making.

6. *Personality and ability determine job performance more than interests.*

A number of research conclusions are worth noting here. While interests are important in shaping occupational preferences and therefore in predicting learning in job training programs, they are less useful in predicting job performance. Here mental ability and certain personality traits, such as conscientiousness and extroversion, are more important. Other research has shown that individuals with internal locus of control fare better in transitions and are more likely to initiate social support where necessary. Individuals who demonstrate autonomy, self-esteem and a future orientation have been shown to plan their careers more successfully, and also become more satisfied and more satisfactory workers.

7. *Congruence between the worker and the job improves performance.*

The goal of career interventions is to assist the individual to greater congruence in their actions with the environment, exhibited in this context through job satisfaction, commitment and productivity. Such an outcome is beneficial for the individual, the employer and the society. As such person-environment fit should be an important goal of career development public policy.

8. *Career education interventions effectively facilitate career decision making and enhance work adjustment.*

A small but increasing body of research (Baker & Taylor, 1998; Killeen, 1996) confirms the effectiveness of career education interventions in assisting individuals in self-knowledge, educational and occupational information, career decision making skills, and in learning to manage transitions. Such interventions ease the school to work transition. In addition, job to job transitions also involve revisiting early skill development, and relearning skills with respect to finding and successfully securing jobs.

9. *Appropriate interventions can facilitate the school to work transition.*

It is this goal that is at the forefront of our meeting today. We face it in an environment of high rates of early school leaving and youth unemployment, and high rates of dropout from post-secondary education programs. In addition, young people face a work environment of increasing casualised and part-time job prospects. Research has shown that stronger linkages need to be forged between schools, adolescent employment, and adult careers. Programs where linkages have been made, through school based traineeships and apprenticeships, SWL programs and work experience and work observation programs, which all operate within a career education framework, appear to facilitate the school to work transition.

However, the role of career education, and other components of career guidance in schools, remains largely unfulfilled (van Beek, 2000). Van Beek has commented on the current lack of connection between career education and VET programs, and suggests that each can benefit from the other – " a combination of well delivered structured workplace learning and quality careers advice is a particularly effective way of getting students to think about and explore career choices as well university and other tertiary study" (p. 6). This collaboration needs to extend to the wider community – schools, business, and other sectors need to work together to this end.

Career education and vocational education can both be facilitative in the school to work transition for all students. The current environment of vocational education and training in schools and in broader contexts increases the imperative for career education and related provisions (such as career counselling). The take up of new pathways depends heavily on sound career decision-making. This is a complex activity and individuals need access to appropriate information about jobs and careers, courses, training and the labour market which they can apply to their own skills, abilities, interests and circumstances. In addition to this information, they need opportunities within developmental curriculum programs, and where necessary through counselling, to facilitate the processing of information and related skills. The benefits are both social and economic as individuals are assisted to derive maximum benefit from their education, training and employment choices, and economic competitiveness is improved through a better placed, more motivated and more productive work force. A policy imperative is to ensure that all young people in transition have access to the full range of support/program options.

Research and career education: What do we need to know?

Most researchers acknowledge the need to conduct more research with high school adolescents in relation to career variables such as career maturity, career decision making self-efficacy, and career decision status. Much work to date has centred on university and college samples. Further, much work is US based, with relatively little research in these areas in Australia. Furthermore, we need to know more about the effectiveness of school programs in facilitating career outcomes with this population. A recent review by Prideaux and Creed (2001) of career development research in Australia and new Zealand 1995-2000 concluded that

> *There are imperatives for proficient career education programs to be designed, tested, and implemented. …Career development research is confronted with the crucial task of deciding exactly what programs work, when they should be delivered and for how long. In other words, what specific career education initiatives achieve the goal of enhancing the school to work transition for all students.*

We need to conduct research which asks young people these questions.

We need to conduct major longitudinal studies of the transition from school to work, focusing on the nature of the transition (e.g., tertiary program at school to university; school based apprenticeship though to degree), the relationship between the type of program and career related variables, and the role of career education in the career development of these young people experiencing different pathways. For example, does a young person who incorporates a school-work relationship from senior secondary school (e.g., traineeship/apprenticeship) through to a degree experience a smoother transition than a young person who transits school to university to work? What role can career education play in each of these pathways?

Research described to date focuses on career education in the formal sector of education. Informal processes also contribute to a young person's career development. Research continues to identify parents as significant in an adolescent's career decision making. What role can parents play in a more formal program? What about career education for parents? And employers?

A range of other research questions arise from this discussion. The following have been articulated by Herr (1999).

1. Is it viable to dichotomise curriculum and instruction into academic and vocational? Do these forms of learning need to be integrated so all persons being prepared for work have the basic academic skills that underlie "knowledge work" as well as specific technical skills related to the needs of the occupational structure?

2. How does one prepare students and adults for the new career, and for personal career management in uncertain and unstable work environments?

3. For what do you prepare workers in environments where there are insufficient jobs to meet the demands of employees? Do you prepare them to become part of the global labour surplus? For cross-national mobility? For government-funded social schemes? For activities and not institutionalised jobs?

4. How do you differentiate the roles of schools, colleges and universities, employer - supported occupational training consortiums, and apprenticeships and other work-based learning opportunities? In providing skills and experiences for the preparation of workers, who should be permitted to take what types of work preparation and how are they admitted?

5. What types of support services do students or adults need as they consider the selection of particular programs of work preparation?

6. What roles do employers have in the preparation of workers?

Research and career education: How?

Within the new environment in which we are attempting to plan the content and process of a set of learning experiences to facilitate young peoples' career development, there are many questions which we can ask of research. However it is also important to devote some attention to the how of such research. Research has been traditionally conducted by researchers, an "erudite, elite, distant" group of people with specialist skills. Increasingly researchers are acknowledging that to increase the meaningfulness of their research outcomes, and the timeliness of the learning from their research, they need to work much more closely with their research participants and their research clients. As such, researchers and stakeholders in sites of learning and program innovation need to form research partnerships. Collin (1996) argues that practitioners need to become researchers and theorists themselves in order to create a theory-practice relationship appropriate to their own practice. Research is about asking and answering questions, and we need to ask clients and participants about the questions which are most relevant to them. Rather than the model of "hit and run" research, where the researcher grabs the data and locks him/herself away to subject the data to mysterious analyses, it is vital that all stakeholders are participants in the research process, with the acknowledged researcher injecting the more specialised aspects into the process.

Conclusion

Despite the small population and the relatively small number of theorists, researchers and practitioners, a burgeoning interest continues in growing the field of educational and career guidance in this country. The issues identified in this paper will continue to challenge practitioners to develop practice based on the new understanding of career and the changing context of career development; the responsibility of individuals to chart their own path of career development; and the relationship between career development and learning. This view of career development and the centrality of the individual in the process brings with it significant challenges to the way in which traditional career development practices need to be conceptualised and conducted. Further, I have acknowledged the need to build on what we know from career psychology research, and to answer yet unanswered questions through collaborative research. Future challenges for the practice of career education, and for wider career work in Australia, have been outlined.

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Partnerships From a Business Perspective

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Introduction

The aim of this paper is to present a view of corporate Australia which perhaps is not as fully understood as it might be, and to offer possibilities of business/school involvement, which, as yet, in Australia, are very underdeveloped, compared, say with the United States. The aim is to foreground issues of corporate citizenship and corporate social responsibility, which are gaining ground in debate within corporate Australia at the moment, and which a few years ago would rarely have rated a mention, and to project these onto the debates about school/industry relations. I have no expertise in school/industry relations , but everyone else in this Forum does – I thought it would be useful, therefore, to paint the picture of corporate citizenship as it is expressed through business community partnerships, and for the experts in this Forum to then consider whether opportunities were raised here for further developing school/industry relations, beyond those currently mainstreamed in the sector, like SWL. I hope that this will be a valuable contribution to the Forum, despite my lack of expertise in the specifics of school/industry relations.

I begin by painting a brief view of business as a public culture – a view quite controversial both in business and some civil society circles, but one which I think needs to be at the very centre of a corporate world which needs to redefine itself outside of a context which currently positions business as 'them' and society as 'us'. I then look at some of the major issues of corporate social responsibility and the way in which one of the main drivers of good corporate citizenship is increasingly being seen as the development of business community partnerships. There are many in place in Australia, but very few with Schools (unlike the States), and the experts in this Forum might usefully consider why this might be. I think it very valuable for us to consider, from both a business and Schools perspective, why this might be. I then look in detail at the most established business with communities programme in Australia in Rio Tinto, and then draw a case study of one company, DHL, who have taken the corporate citizenship approach to business community partnerships in the development of a partnership with their local High School. I then briefly draw sketches of other corporate involvement with schools and education in both Australia and overseas, and finally complete the paper with an extensive bibliography of research in the area.

Overall the aim is to present a picture of possibilities – not a fully developed account of what is. I hope it will prove useful.

Business as a Public Culture

Charles Fombrun, Professor of Management at the Stern School of Business at New York University asks: 'Is the business of business simply to generate profits, or is it to fulfil other societal objectives? Should managers make decisions based solely on the bottom line, or should decisions recognise broader social obligations? Are corporations owned merely by their shareholders, or are they a form of social architecture destined to serve and preserve the interests of a diverse polity? (Fombrun, 1998:27). His answers to these questions involve an understanding of corporate citizenship which has, as its central motivations, ethics, social benefit and profitability - *in that order*.

Central to his understanding of corporate citizenship, is that business has social responsibilities, first and foremost by virtue of its own membership in society. Business is not separate from society, and it is clear that many are coming to grips with that this means and entails, recognising that 'companies are not only engines of economic growth but also pivotal agents of social and political integration.' (Fombrun, 1998:28). As a consequence, 'A commitment to corporate citizenship defines not only a moral basis for management practice but also a dedication to creating stronger ties between people and the larger communities to which they belong.' (Fombrun, 1998:29.

The crucial issue, of course, is just how socially active a company should be. Are companies responsible for solving social problems? Should they be?

Business and Community Capacity Building

Many corporate leaders '...now recognize that investing in employees and communities is an important ingredient for long term financial success, as well as having a good image.' (Lenkowsky, 1998:14), and as such the issue of '...whether a commercial approach to corporate citizenship is really compatible with serving public purposes.' (Lenkowsky, 1998:14), is at least on the agenda. Despite resistance from some, human rights and social values are increasingly on that agenda.

Sadaka Ogata, head of the United Nations Commission for Refugees in a lecture entitled 'Can Business Help? Partnership and Responsibilities in Humanitarian Works'. Her answer was a resounding 'yes', and is one that is being increasingly echoed around the world, not least in Australia right now. But she cautioned, ' This support should not be simply a contribution to a good cause nor should it be a convenient image booster for companies that want to look good. Supporters become stakeholders in activities on which depend the lives of many people and adhere to a set of values with the people at their centre. In short, supporters must accept responsibilities.' (Ogata, 1999)

Recognising that business must principally be about creating wealth, she called for business to also recognise that in an 'increasingly de-regulated and globalised world, [we] must make people feel that they matter not only in slogans but also in reality. Business is about profit but then profit, of course, and increasingly so, is about people.'

It is that message that lies at the core of the growing worldwide movement which sees business becoming more strategic in the way in which it does business in (and with) the community. As Ogata made clear, 'Business wants prosperity and inclusiveness. It cannot thrive otherwise. Business wants people to be secure. Insecure people are bad clients. Business has more to gain, from what, for lack of a better word, I will call sustainable profit, that can establish the ground for longer term prosperity. The purpose of business is profit which does not mean this should be pursued at the expense of a broader vision of the social, political and, yes, human context in which business groups operate.'

The key word here is 'sustainability'. This lies at the core of the developing debates in corporate responsibility, corporate citizenship and business/community partnerships. As Ogata made clear in her speech, 'We should not be frightened by new associations even if the expertise, prior experiences and respective languages are so different. Being new, these associations are most exciting but as with any new terrain, exploration must be bold and careful at the same time. The focus needs to be on responsibilities and not just on support. It is about capacity building.'

Community Capacity Building as a Business Basic

David Logan et al in their book on global corporate citizenship isolate some key trends: (Logan et al, 1998:18)

- Companies are adopting investment and operating strategies requiring that all corporate activities serve strategic business purpose.
- Globalisation of corporate responsibility rhetoric and expectations is occurring, particularly as trans national corporations carry practices to their basis of operating worldwide, doing more with less is challenging companies to complete more work with flat or reduced resources particularly human and financial resources.
- Companies are shifting emphasis in the kind of resource and action offered in their corporate citizenship activities.
- Corporate citizenship activities are being aligned more closely with business objectives and capacity with the coinciding choices generally being more strategic and corporate oriented and less personal.
- Corporate citizenship/strategic social investments is increasingly subjected to a bottom line measure of accountability.
- The emphasis and distribution of activities increasingly reflects global profits and employment.
- Business is significantly influenced by the competing forces of homogenisation versus hybridisation.
- As global competition yields price and quality parity, consumers are increasingly basing their purchasing decisions on the socio economic, cultural and environmental distinctions among companies.

And they isolate three strategies for operationalising corporate citizenship:

1. Through strategic business interest.
2. Through business community partnerships.

3. Through corporate philanthropy.

They do not consider these strategies to be mutually exclusive. They argue (p.19) that engaging companies in wider community development must be based on the company's interest and capacity. They also argue that integrating a strategic social investment effort successfully requires that it receive attention in all corporate strategic planning exercises and that it have performance objectives and indicators throughout the corporate structure. (Logan et al, 1998:31).

All parties, they argue, should have responsibilities for helping to assess projects and for communicating these results to the appropriate constituencies and that there must be a clear management strategy to back up the commitment (Logan et al, 1998:68)

They establish a number of management principles for good corporate citizenship:

1. That the company's citizenship cannot be exercised in the abstract

2. That a firm, large or small, operating locally or globally cannot deal superficially with community development and citizenship.

3. That the home country culture of an international corporation has a profound affect on its interpretation of corporate citizenship worldwide and tailoring this citizenship for successful implementation will fall primarily to those staffing the branch operations.

4. Is to know your corporation's culture and how it is influenced by national culture.

5. That corporate citizenship and its practice must have benefits for all component parts of a large business.

6. That CEO support for a citizenship programme is necessary but not sufficient.

7. That self declarations of good corporate citizenship in a company values statement are not sufficient. (Logan et al, 1998:83).

Every function of the business and every stakeholder group has a role to play in contributing to the corporate citizenship profile. Employees not cash, Logan et al make clear, comprise a company's primary asset in the development of corporate citizenship practices and strategies.

Business and Their Stakeholders

David Wheeler & Maria Sillanpaa in their influential 1998 book ***The Stakeholder Corporation, A Blueprint for Maximising Stakeholder Value,*** suggest

- That enterprises that are run in the interests of a wide range of stakeholders are more likely to behave responsibly.

- That business can successfully create two kinds of value: commercial and social.

- That social and commercial value are mutually reinforcing, leading to greater stakeholder loyalty and corporate resilience.

- That social and commercial transparency lead to greater organisational identity and efficiency.

- That stakeholder inclusive enterprises will out perform stakeholder exclusive enterprises with increasing ease in the twenty-first century. (Wheeler & Silanpaa, 1998:x)

While British academic Richard Welford in his 1995 *Environmental Strategy and Sustainable Development, The Corporate Challenge for the Twenty-First Century* suggests the following ways of rethinking corporate behaviour:

- Shift from objects to relationships;
- Shift from parts to the whole;
- Shift from domination to partnership;
- Shift from structures to processes;
- Shift from individualism to integration;
- Shift from growth to sustainability (Welford, 1995:117)

Good corporate citizenship, then, is about redefining core business principles and extending these principles throughout the entire company. According to Jenny Talbot, Chief Executive of the Institute for Citizenship, 'Positive community programmes do not compensate for poorly treated employees or suppliers (Renton, 1998:2). Any business/community programme development must, therefore, be part of an overall corporate citizenship strategy in the company, and not just an add-on, or a means to sign off on the company's corporate citizenship. It involves:

1. The community involvement strategy is a core element of the company's commitment to corporate social responsibility.

2. Employees are engaged in the strategic development and practical delivery of the company's community involvement programme.

3. Adequate corporate resources are in place to effectively management the community involvement programme.

4. Communication of the community involvement policy and programme is clearly defined and transparent.

5. The community involvement programme is evaluated regularly for impact and effectiveness. (Khoury et al, 1999:1)

Business Community Partnerships: Building Social Cohesion

The key concepts repeated throughout the extensive research and years of debate on corporate responsibility and corporate citizenship keeps returning to three main principles: a total commitment by the company to corporate citizenship in all levels and areas of its operations and policies; a total commitment to community investment of some description and a total commitment to stakeholder dialogue and inclusivity. More and more the one main realisation of these three principles is the development of a business/community partnership strategy in a company which understands the way in which social capital can be built as a way of furthering both the community's and the company's interests with mutual benefit.

One country which has taken the business/community partnership concept very seriously indeed is Denmark. Karen Jespersen, Minister for Social Affairs, and a highly influential figure in Europe in this field, argues that 'meeting social challenges is a concern for all parts of society. Government, civil society and enterprises have a mutual responsibility for prosperity and social development.', but 'Equally important is the fact that these social initiatives can contribute to a strengthening of enterprises, productivity, reputation and marketing possibilities.' Her message is that companies have a considerable potential for contributing to social cohesion without losing profitability. (Ministry of Social Affairs, Denmark, 1997:12) A four part paradigm for a new partnership in social cohesion is proposed, arguing that 'Wherever there is the risk of social exclusion a partnership should be established':

- Based on the recognition of mutual interest between business and government.
- A question of putting efforts together rather than to shift burdens.
- That partnership initiatives are based on voluntary participation by both business and government.
- That the potential scale and scope of partnerships cannot be assessed in advance but have to be explored in practice.

The initiative is called 'New Partnership for Social Cohesion' and is based on the social commitment of enterprises. It has two basic assumptions, that:

1. the parties are ready to make reciprocal commitments in cooperation with each other to further social cohesion, and
2. that all parties in the partnership see themselves as having a role in solving social problems in society.

Furthermore, the four main characteristics of the partnerships should be:

1. a recognition of MUTUAL benefit
2. a recognition that putting in effort together is needed rather than simply a shifting of burdens or responsibility from one to the other.

3. a recognition that voluntary participation is needed, and

4. a recognition that the scope of the partnership cannot be fully assessed in advance, but that it has to be explored in practice.
(Ministry of Social Affairs, 1997:9)

This approach, therefore, challenges business to become involved in the solving of social problems, not just by funding charitable organisations and sponsorship arrangements, but by creating new social partnerships that are sustainable, inclusive, socially cohesive, mutually beneficial to business and community, and which are long term interactions with community organisations, big and small, not simply short term financial transactions.

Business Community Partnerships: Building Social Capital

The parties in a partnership are involved in not only finding solutions but also in discussions on the nature of the problem in order to share, knowledge, understanding and attitudes to social problems in society.' (Ministry of Social Affairs, 1997:13). As Rosabeth Moss Kanter, one of America's leading management experts, says, 'Traditionally, business viewed the social sector as a dumping ground for spare cash, obsolete equipment and tired executives. But today smart companies are approaching it as a learning laboratory' (Moss Kanter, 1999:123), and are increasingly discovering 'that social problems are economic problems' (Moss Kanter, 1999:124). Companies have learned, she says, 'that applying their energies to solving the chronic problems of the social sector powerfully stimulates their own business development.', and even more that, 'Increasingly, companies are moving beyond corporate social responsibility to corporate social innovation. They view the community needs as opportunities to develop ideas and demonstrate business technologies to find and serve new markets and to solve long-standing business problems'.(Moss Kanter, 1999:124), and so, 'When companies approach social needs in this way they have a stake in the problems and they treat the effort the way they would treat any other project central to the company's operations. They use their best people and their core skills. This is not charity. It is research and development – a strategic business investment.' (Moss Kanter, 1999:125)

Moss Kanter's research has identified six characteristics of successful private public partnerships:

- A clear business agenda;
- strong partners committed to change;
- investment by both parties;
- rootedness in the user community;
- links to other community organizations
- a long term commitment to sustain and replicate the results. (Moss Kanter, 1999:126)

A company, she says, 'has a better chance of making a real difference if it knows clearly in advance how its business agenda relates to specific social needs.', adding that 'the primary business justification for the sustained commitment of resources is the new knowledge and capabilities that will stem from innovation.' (Moss Kanter, 1999:131)

This approach, therefore describes a new way for companies to approach the social sector not as an object of charity but as an opportunity for learning and business development supported by operating funds rather than philanthropy.(Moss Kanter, 1999:132) In this paradigm, Moss Kanter argues, 'the activities are focused on results, seeking measurable outcomes and demonstrated changes', where, 'The community gets new approaches that build capabilities and point the way to permanent improvement. The business gets bottom-line benefits, new products, new solutions to critical problems and new market opportunities.' (Moss Kanter, 1999:132). This is what Elkington, and others, are now calling 'sustainable capitalism' (Elkington, 1997)

Business Community Partnerships: Building Social Value Added

Jane Nelson in her groundbreaking 1998 study *Building Competitiveness and Communities, How World Class Companies are Creating Shareholder Value and Societal Value*, asks the question who will be the leadership companies of the 21st Century and what type of people will be leading them? (Nelson, 1998:3) Her answer is that the leadership companies of the future will be those that base their missions and their corporate strategies around creating, measuring and managing value. Running their businesses with a clear and strong commitment to building shareholder valued added, but recognising the potential for building societal value added as an integral part of the same process. She called this SVA^2 (Nelson, 1998:3)

She asked four questions:

1. What are the key leadership challenges that these companies and their management teams are facing?

2. What strategies, systems and new forms of partnership are they using to address these challenges?

3. What types of contribution are they making to their host countries and communities, especially but not exclusively in developing transition economies through their core business activities, social investment and philanthropy and policy dialogue.

4. What, if any, general lessons can be learnt from these experiences and practices.

Business Community Partnerships: Creating Mutual Benefit

The Copenhagen Centre, without a doubt the world leader in the development and understanding of business/community strongly supports business entering into cross-sector partnerships and establishes four key dynamic pathways to help establish successful partnerships:

1. Acknowledgement by all the participants as to what drivers and triggers have brought individuals and organizations to the table and an ability to understand and re-appraise on an ongoing basis the shifting context and its influence on the partnership.

2. Clarity and openness about individual expectations and agendas with mutual agreement on a common purpose and agenda. In short, synergy between desired participant benefits and social benefits.

3. Mutual agreement on the scope and complexity of the partnership's intended locations and levels of action, variety of functions, range of desired outcomes and time scales.

4. An individual or institution is capable of playing the role of intermediary leadership acting as inspirer, mediator and/or facilitator between the partner participants, and in many cases between the partnership and its ultimate beneficiaries. Partnerships are fundamentally processes not things. They are organic systems rather than mechanical constructions. If successful they unlock, combine and leverage the creativity, insight, energy and resources of their participants to create more than the sum of the parts. It is the quality of the dynamic relationships between a partnership's context, purpose, participants, organization and outcomes that makes the difference between success or failure.

   The Centre then highlights a number of pathways that highlight dimensions of these partnership dynamics.

1. Understanding the resources, skills and capacities that are needed to meet the partnership's objectives and how to optimise both the quality and quantity of resources, skills and capacities that each partner brings to the initiative.

2. Appropriate organisational and legal structure to meet the common objectives of the partnership.

3. Transparency, representation and accountability both within the partnerships and externally.

4. Communication strategy and systems which facilitate clarity of language, ensure regular dialogue and feedback, provide forums for problem solving and conflict resolution, generate a shared vision and celebrate success.

5. Methodologies for measurement and evaluation of partnership processes and outcomes against common and individual agendas.

6 Flexibility and willingness to allow adaptation of the partnership's purpose, participants or process in response to evaluation or changes in the external context.

The Copenhagen Centre also warns against the following partnership dilemmas.

Establishing and sustaining a mutually beneficial partnership is rarely simple especially with non-traditional allies. Some of the challenges include:

1. Bridging diversity between organizations with different structures and methodologies, times scales, expectations and languages.

2. Assessing value added is necessary but not always easy to measure and communicate.

3. Attracting and sustaining business interest.

4. Addressing power e.g. managing the unequal nature of many partnerships where participating organizations may have different levels of economic and political strength.

The Centre also warns that Partnerships also raise questions and dilemmas of more strategic issues. These include learning from experience, particularly on a cross-cultural basis. Maintaining dynamism and innovation, especially where partnerships are scaled-up and involve larger institutional processes. And, thirdly, the role of the State and traditional social partners since partnerships raise questions of accountability and representation.

Business Community Partnerships: Evaluation

One important initiative in this area has been the establishment of The London Benchmarking Group and a method of evaluating corporate community involvement (see Logan & Tuffey, 1999). According to this model there are three basic principles:

- Carefully cost all the main inputs to the community.

- Map and measure their consequent outputs.

- Assess the impacts of the different elements or indeed the whole community programme over various time scales. (Logan & Tuffey, 1999:11)

And there are three main ways in which a company becomes involved in the community:

- The basic business policies and the practices of the company's owned and operated businesses as they affect each stakeholder group. The wealth created, the jobs provided, the taxes paid.

- The economic and other influences the company has in the value chain through its business partners in its backward and forward linkages such as suppliers, contractors and customers.

- The wider contributions the company voluntarily makes to the community, usually in partnership with charities and community based organisations. All the

> activities of business have the potential to produce public good. (Logan & Tuffey, 1999:12)

With a further three realisations of this involvement:

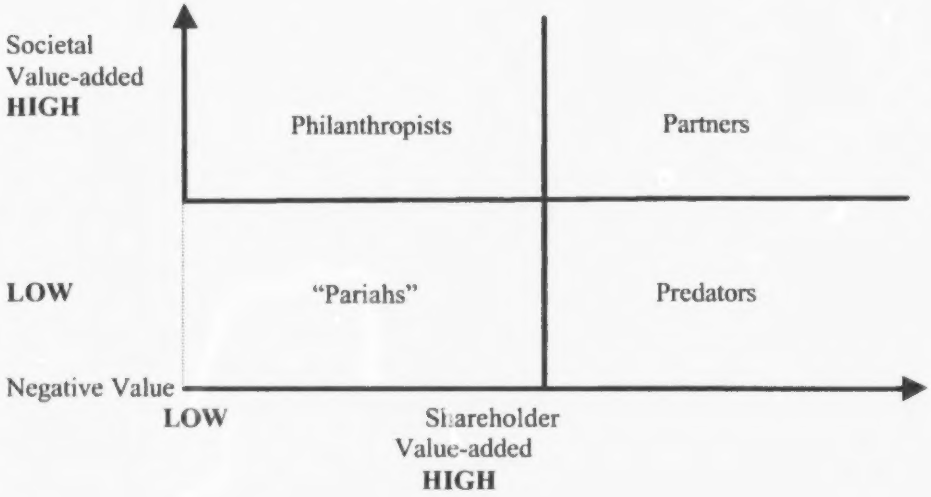
- Charitable gifts
- Community investment
- Commercial initiatives in the community.

All of which are legitimate means of community involvement with a particular company needing to make strategic decisions about which one (or all) it wants to be involved in. Increasingly, throughout the literature, it becomes clear, that this strategic decision must be made based on stakeholder input and upon the company's own decisions about its corporate citizenship profile.

Jane Nelson argues that there are four good reasons to be involved in community involvement programmes:

- Accountability
- Performance improvement
- Reputation
- Issues management

And further, that cross-sector partnership is' very much about a new way of doing business' (Nelson, 1996: 19). She argues that we have only just seen the beginning of this crucial trend. Business leaders of the future, she says, will need to be skilled partnership builders (Nelson, 1996:19), making the important point that 'the creation of shareholder value and societal value are not mutually exclusive and are in fact mutually reinforcing in many cases' (Nelson, 1996:23). Using the following diagram, Nelson argues that 'the corporate goal should be to move towards the Partners quadrant - working with employees, shareholders, customers, business partners, governments and host communities - to build value for both shareholders and society.' (Nelson, 1998)



Business Community Partnerships in Australia

In a detailed report for the Prime Minister's Business Community Partnership conducted by the Allen Consulting Group in collaboration with the Business Council of Australia, it was found that over three quarters of the 115 Australian companies surveyed consider corporate community involvement to be related to the long term interest (benefit of a company). The four main benefits for community involvement were considered to be:

- Enhancing corporate reputation or image.
- Improved relationship with the community.
- Increased employee morale, teamwork and retention.
- Support for cultural change/symbol for long term corporate direction.

With an increase in the following community involvement approaches seen as ideal by the CEOs surveyed:

- Employee involvement projects.
- Dialogue with the community.
- Long term partnerships with the community.

Perhaps understandably the Allen Report found that there tends to be industry driven themes for community involvement activities so, for example, the utilities companies in this study, for the most part, see a focus of community involvement in the development of neighbourhood services e.g. building infrastructure for community. Insurance companies tend to be involved in health promotion and support services and safety education e.g. fire prevention. Financial services tend to concentrate on financial literacy projects, assisting economic independence for disadvantaged groups where retail companies tend to concentrate on brand promotion through visible support for social causes and resource companies tend to be involved in environment projects, science education, codes of practice and community dialogue.

The study found that 'the goal of long term business sustainability is at the heart of the business case for community involvement for three quarters of the companies in this study .Their involvement is not so much directed at improving short term business competitiveness rather their hope is to consolidate community, government and employee trust and support or greater business legitimacy with internal and external stakeholders. These companies believe that community involvement is a social responsibility of business but one that is also aligned with the long term interest of the company.'(Allen, 2000: ix). A further 10% of the companies studied embraced community involvement activities but claims to do so more as an obligation to put back into the community in which they do business. They are not specifically looking for a commercial return or business benefit (Allen, 2000:ix).

A third group of companies maintained that the way to meet all relevant social responsibilities is simply to return value to their shareholders. This amounted to 8% of respondents. The study found that about one third of the allocation of corporate funds to community activities is for sporting and cultural sponsorships that have a community involvement component in addition to a marketing intention. About 60% were for community participation activities such as support for education which was the most popular area of interest outside of sporting and cultural sponsorships and community development followed by philanthropic donations and community and business partnership projects. (Allen, 2000:xi)

Perhaps the most important finding of this study was that some companies are reflecting more deeply than in the past on the business benefits that flow from community involvement. They are also drawing on more expertise and adopting more formal approaches to programme development and delivery and this is expected to spread more widely. Measurement of reporting business and community outcomes is also the focus of considerable attention and more companies expect to embrace techniques such as triple bottom line reporting.' (Allen, 2000:xi)

The overall conclusion of the Report is that 'the future community involvement activity for Australian business will include, in addition to activities that engage employees more partnerships and alliances with community groups and more opportunities for dialogue with the community. It may well mean a narrower spread of activities with fewer partners and projects that are conducted over a longer period of time. There may not be a greater allocation of financial resources but smarter use of existing resources, more in-kind support and leveraging existing infrastructure. Intermediaries, either groups or systems, operating between companies and community bodies to facilitate allocation of resources may well grow in importance.' (Allen, 2000:xi)

Business Community Partnerships in Australia: Case Study – Rio Tinto

Rio Tinto in Australia is a good example of a company operating in Australia with the most extensive cross-sector business community partnership programme so far established in Australia - its Business with Communities programme. Various partnerships between Rio Tinto and organisations like Landcare, Greening Australia, World Wide Fund for Nature, and the Earthwatch Institute, as well as programs with

Aboriginal communities, the Australian Football League (for developing Aboriginal football amongst the young) and the Australian Science Olympiads, the Australian Legal Resources Insititute and the Corporate Citizenship research Unit, Deakin University, have been developed as business/community partnerships over the last few years, the selection of which is closely matched against stakeholder expectations of Rio Tinto's community involvement. Stakeholders, for example, do not want Rio Tinto sponsoring sport or Art - The programme is clearly established to help Rio Tinto more effectively , in the words of its Programme directors, ' fulfil our need to maintain productive relationships with our stakeholders and, in turn, can extend the dimension of our mutual interests.' (Duncan & Fenney, 2000: 50).

The heart of the program is stakeholder dialogue - not philanthropy, community sponsorship or cause related marketing. Rio Tinto explains in its brochure on the Business with Communities program that stakeholders in the company include 'our shareholders, employees, local state and national governments, non-government organisations, and others whose opinions are respected.' So that, 'When partnership projects under our Business with Communities program are considered, we take into account these stakeholders and the impact their view of the company can have on our ability to operate effectively.' Rio Tinto makes it very clear that, 'Good business is about developing positive relationships', and in order for them to 'continue mining successfully or to gain access to new sites for exploration or possible development, it is important for us to operate in a positive environment and be accepted as a company with expertise and integrity.' '

Effective stakeholder relations, therefore, lie at the very heart of this program – not philanthropy. This is likely to be the direction that more and more Australian companies will take. There is not an established tradition of business philanthropy in Australia, unlike America, for example, and as Rio Tinto makes clear, 'Our Business with Communities program is based on the philosophy that partnerships between companies and community organisations are essentially business-like relationships that yield mutual benefits for both parties.'

Rio Tinto, in many respects, is well ahead of the field of many other businesses in Australia, in recognising that effective stakeholder dialogue will create mutual benefit for business and communities, and, as such, has been active in stakeholder surveys for several years. In 1999 they published *Rio Tinto in Australia - Community Survey* which made it clear, in the words of its Managing Director - Australia, Barry Cusack, that 'Rio Tinto recognises that its long-term success depends not only on the quality of its operations, but on developing productive relationships with host communities.' (Rio Tinto, 1999:1).

Rio Tinto makes it clear that 'The goals of a particular project need to be specific, achievable, realistic and measurable.' (Duncan & fenney, 2000:2\51) and if they are then a partnership agreement is established 'which describes in detail the activities to be undertaken throughout the term of the agreement and notes the necessity of planning and the establishment of a project description, the rationale, the objectives, the priorities, the methods of monitoring and timelines. An evaluation strategy is also included so that the partnership can be fully appraised' (Duncan & fenney, 2000:51). The most effective partnership ever established by Rio Tinto so far is with the Earthwatch Institute. This began as a local Earthwatch Australia partnership and has now developed into a global partnership. A primary aim of the partnership 'is to demonstrate a shared commitment when environmental responsibility by using the resources of both organizations to contribute to environmental improvement through support for field research and conservation projects, skills development and public awareness and education' (Duncan & Fenney, 2000:52). Overall, 'Rio Tinto's objectives are to raise the level of environmental awareness within the company, support areas of Earthwatch's work that are relevant to its business strategies and objectives, develop within the company skills and knowledge relevant to the environment and also to provide opportunities for employees to contribute their expertise to the work of Earthwatch as part of its overall employee development programme. To support capacity building and community outreach opportunities. To enhance the company's reputation as an organization that is environmentally responsible. ' (Duncan & Fenney, 2000:51)

Central to the Rio Tinto Business with Communities programme, then, is that the partners seek mutual benefits. It is about enlightened self interest. It is about recognising that community involvement is a natural part of successful business practice but corporate giving should be managed as professionally as any other part of the business and that emphasis on forming partnerships which involve Rio Tinto in community projects is integral to its core business and that both partners have shared responsibility for the outcomes.

The reasons why Rio Tinto have been involved in this programme for the last five or six years is that an opportunity to develop community relationships is fundamental to Rio Tinto's business. It is a major vehicle for building Rio Tinto's reputation and the partnerships help fulfil Rio Tinto's need to maintain productive relationships with stakeholders. Two significant stakeholder surveys have been taken where stakeholders have made it clear to Rio Tinto what they want the company involved in and for the most part that does not include the sponsorship of Arts and Sports.

Stakeholders want Rio Tinto involved in partnerships which enhance the environment, which are about science education and which are about aboriginal health, education, culture and the development of aboriginal sport. Partners are selected on the basis of the strategic relevance of a potential project, the opportunity for the direct involvement of Rio Tinto people in its operations, the capacity of the proposed partner to make use of funds and skills provided by the company, the potential for long term relationship and also that both partners can actually like each other and get on with each other. This involves a proactive search by Rio Tinto. It involves planning and negotiation prior to the reaching of agreements and it involves many months of working through a wide range of issues with the prospective partner before the partnership is formalised in an agreement.

Rio Tinto's approach to issues of corporate citizenship is 'its commitment to the highest standards of employment practice together with the devising of a communities policy. Success in managing this is integral to its over-arching concept of long term value' (Marsden, 1998:47-8) Rio Tinto aims 'to be proactive corporate citizens in their relationships with host communities.' (Marsden, 1998:49). But 'To be accepted by the community it is necessary to do more than just offer donations, give sponsorships and promote or participate in partnerships. It involves the desire to become and to be seen as a citizen.' (Marsden, 1998:49)

Building mutual benefit in this way, what Chris Huxham calls 'collaborative advantage' (Huxham, 1993) on a solid foundation of stakeholder relations, as part of the overall agenda of sustainable development, is likely to be the way in which Australian business will develop in the future.

Business Community Partnerships - Schools, Education and Youth Programmes

A Case Study of DHL

DHL are a forward looking company in Australia and, unlike many companies, have a non-executive Director on the Board in order to give them, in their words, 'a window outside to the community'. As a result of an extensive study tour of the United States and the business community partnerships that exist there, the Board decided to begin consultations with the Director General of the NSW Education Department to see if it was possible for the company to begin discussions with a local disadvantaged High School with a view to establishing the sort of business community partnership with a school that is so extensive in the states.

DHL did not have to look far, and have since established a very successful partnership with the local high school in Mascot, just around the corner for the DHL Head Offices. DHL were keen to go beyond simple chequebook philanthropy and sought ways of adding value beyond just money, where both partners could gain mutual benefit from the relationship.

Since 1997, DHL have adopted a 'balanced scorecard' approach to the way they operate as a company, and they brought this same sort of thinking to the establishment of a business community partnership with this school. Initially driven from the top down, extensive internal stakeholder input was sought, and as a result of this, 6 specific projects have been established within the partnership, closely involving DHL staff, and the staff and students of the local high school. DHL staff are now able to have their involvement with the school count in their performance appraisal, with specific KPIs having been developed within the company.

The projects are:
Mentoring involving DHL staff mentoring selected students for 2 hours per week

Cadetship involving DHL sponsoring one student per year into further study with full costs covered by DHL

IT involving the transfer of both hardware and skills from DHL to the school, as well as work placements in DHL, and the establishment of three rooms in the school dedicate to IT

Soccer and **Rugby** coaching involving staff from DHL and students from the school

Homework Centre involving the Botany City Council providing premises for students to have somewhere to do after hours study.

The partnership also enabled DHL to be much more strategic in its handling of the many requests for sponsorship and funding that come to it, targeting funds and resources into a more focussed community business partnership, and increasingly, related organisations, like the feeder primary schools where DHL is now becoming more involved.

The partnership began in earnest in 1998 with the signing of a formal partnership agreement, which is now due for some revisions given the significant developments in the relationship since the agreement was signed. One of these developments has seen the involvement of the Botany City Council in providing premises for after hours coaching, free of charge, as one of the 6 projects in the partnership, and as a consequence the School and DHL have been able to successfully apply for additional funding for the Education Department for the School. As the partnership develops, so does its track record and networks, enabling much stronger case to be put to other funding sources, including some of DHL's suppliers.

As a result there has been a marked increase in morale in the School, among both staff and students, and a significant sense of achievement amongst the staff in DHL who are involved in the partnership. In particular DHL staff have seen a marked improvement in their ability to handle time management issues, project management and business case development, all highly beneficial to DHL. This is not a one-sided business community partnership, but one where both partners clearly see benefit, and as such is likely to prove to be a strong contended in this year's Prime Minister's Business Community Partnership Awards.

Overall the financial costs to DHL are small – probably amounting to approx $30,000 per year – but with considerably more resources involved when time and other infrastructural costs are added. But DHL do not see this as primarily about giving money to the school – it is much more about developing a long term business community partnership as an expression of DHL's corporate citizenship – it way of earning its licence to operate in its local community. The next step, now being considered by DHL, is to extend this successful partnership nationally in Australia involving DHL in other parts of Australia.

Business Community Partnerships - Schools, Education and Youth Programmes: Further Examples From Australia and Overseas

NRMA which has short term marketing and promotional aims in brand awareness and adding value to the brand while longer term outcomes are concerned with meeting community expectations, understanding and responding to social problems and developing staff teamwork. NRMA also sponsors *CrimeSafe* and had also sponsored *Neighbourhood Watch.* It also has the Young Driver Education programme called *SHIFT*

BHP has developed an e-community in regional Australia to empower people through computer literacy in the regional communities where BHP operates.

Freehill Hollingdale and Page have partnered with the Sydney City Mission and the Salvation Army to create a shopfront youth legal centre in Sydney.

Visy Industries have established Visycare Centres partnering with various youth support agencies in Melbourne and Sydney.

Smorgon Steel has an employee pay deduction scheme where funds are allocated to a central fund to be distributed to charity. The funds are allocated under a programme called *Support Our Kids*, to support the needs of local children

The Body Shop in a partnership involving the Department of Education Employment and Training, the Aboriginal and Torres Straight Islander Commission and the Commonwealth Youth Programme, is involved in the Enterprise Development Workshop which began in 1994 which is a week-long workshop bringing together young indigenous people from Australia, New Zealand and the South Pacific Islands. All are practising or aspiring business entrepreneurs who can share their experiences and learn the skills necessary to expand their businesses.This has now developed into the National Young Businesses Mentoring Programme which links young indigenous people who wish to establish their own businesses with experienced business people who will act as mentors. The Body Shop also works to improve the opportunities available to disadvantaged youth.

In 1993 The Body Shop began a partnership with the Brotherhood of St Laurence in Melbourne where disadvantaged youths were put through employment preparation courses by the Brotherhood with The Body Shop providing twelve months of practical retail training augmented by one-day a week retail theory at a TAFE college, each trainee has a staff member of The Body Shop as a mentor. Initially the graduates of the programme were all employed by The Body Shop but have since found employment in many other places.

There are many examples of bi-sector and tri-sector business/community partnerships overseas, especially in America and the UK .As Alyson Warhurst points out, many of these partnerships 'need to be established separately from the investment project in a range of situations in which demonstrating a positive contribution to community development is paramount. These partnerships are needed to establish "a licence to operate" in the region or to provide a direct and tangible development benefit in the absence of government commitment or capacity to distribute resources rents equitably.' (Warhurst, 2000:5). A good example is the integrated childhood and youth centre in Colombia between the BP Foundation, BP Amoco, The World Bank, the Colombian Government, the Mayor of Tauramena, and local NGOs, and local businesses. The centre has been set up for preschool children, mothers and youths. It is designed to provide comprehensive health care and a community facility for education and health services, nutrition and lifestyle counselling, recreation and sports activities and awareness building about income opportunities. (Warhurst, 2000:5)

Pfizer, is one of America's biggest philanthropists and spent $US109,000,000 in 1997 towards helping America's poor communities with medicines and schooling. The Chairman, William Steere Jnr, calls this venture philanthropy, which involves not just money but in Pfizer's employees becoming involved in community activities. Pfizer has been identified as one of thirty or so top US companies which have been generally successful over the past fifty years and brought in far greater returns than their rivals.

Pfizer's UK Chief Executive Officer, Ken Moran, says 'I would not want to underplay the importance of profits, but not to the extent of ignoring other broader issues like trust, commitment to your employees, respect for young people and the wider community' (Renton, 1998:5) It believes this will only be achieved if similar companies enter into more active partnerships with governments and the community. Pfizer wants to see more effort being put back into teaching science to primary and secondary school pupils. And so, for the past twenty-five years, Pfizer has supported local primary and secondary schools, an involvement which is now growing. Ten years ago it appointed an Academic Liaison Manager who concentrates on school relationships. What this has done in particular is to dramatically increase and enhance Pfizer's public reputation in helping some eighty local primary schools supplying what it calls "Link Scientists" to help out in the classrooms. This sort of work, including the lending of equipment to schools, goes on through secondary education as well. Ken Moran argues that it is this investment in people and their communities which sets Pfizer apart from most other companies. It is a long term approach.

Diageo, in the UK is responsible for dozens of well known brands in the food and beverage industry, and argues that its programme of corporate citizenship is designed to be all-encompassing, fully integrated into mainstream business activity, not as a fringe activity. In short, corporate citizenship is an integral part of the company's business strategy and vision. The culmination of Diageo's strategic programme of corporate citizenship has been the establishment of the Diageo Foundation to support Diageo's programme of community involvement. The Foundation will support community and charitable organizations in four key areas: *Skills for Life*, recognising that learning and the development of life skills are basic to the wellbeing of all communities; *Local Citizens*, developing local partnerships to make a significant difference on acute social issues, such as unemployment and homelessness: *Our People*, encouraging Diageo's 80,000 employees to become involved in community and charitable activity and *Water of Life*, a major environmental and humanitarian community initiative which has already supported more than seventy projects across five continents.

BT in the UK has established an education unit which was formed in the 1980s and which has a particular emphasis on employability looking closely at both educational and health and social welfare issues. BT argues that 'it is important that we are able to measure and evaluate our performance and have found that the European Foundation for Quality Management Business Excellence Model has helped us ensure that we are making a fitting and useful contribution. BT considers that its continuing success depends on the prosperity of the communities of which we are a part (Warwick Conference, 1998: 59). BT is committed therefore to a broad programme of investment in and partnership with external organizations 'which demonstrably improves the quality of life and wellbeing of the communities in which the company operates, builds and maintains the company's reputation, provides a source of pride in the company for its employees and a means for the involvement and participation in the community' (Warwick Conference, 1998: 59).

IBM's *Reinventing Education Programme* began in 1994 in America designed to develop new tools and solutions for systemic change. It operates in twenty-one US States and in four other countries. This directly links school needs to the development of IBM's own hardware and software and is far more than IBM simply loaning equipment or giving cash(Moss Kanter, 1999:126)

Bell Atlantic , in 1991began creating one of the first ever models for using computer networks in public schools, called *Project Explore*, where computers were given to thirty-five students and teachers to use at home. This became a catalyst for increasing the use of technology to transform middle and high school classrooms to improve students' skills and to involve parents in their children's education.(Moss Kanter, 1999:123)

Marriott International, has developed a programme called *Pathways to Independence* which currently runs in thirteen US cities which hones the job skills, life skills and work habits of welfare recipients, with Marriott guaranteeing participants a job offer when they completed the programme. (Moss Kanter, 1999:124)

American Express mostly operates out of its foundation which was set up in 1954. Historically the company has focused on education at the High School level, on cultural programmes including historic preservation and on community service. Senior management has strongly influenced grant making in certain areas, like public policy grants and workplace initiatives (Warwick Conference, 1998:15). In the mid 1980s they set up a network of philanthropic activities in the US and internationally to decentralise grant recommendations and to engage all business units in decision making. In 1994 the philanthropic programme was reorganised to cut costs and to make it more responsive to current company needs. The mission of the programme is:

1. It should support American Express business objectives by applying philanthropic resources in a way that enhances the company's reputation with customers, potential customers, business partners, government and employees.

2. It should support the company's value of being good citizens in the communities in which we live and work. They identified three areas: cultural heritage, economic independence and community service. (Warwick Conference, 1998:16)

They no longer underwrite blockbuster exhibitions but focus on helping key local cultural institutions build new audiences. The grants they decided should be approved in approved programme areas only; that they would strive to make fewer but larger grants; that they would encourage individual employee involvement; that they would support projects for organisations where senior managers and key business partners are involved and that they would fund primarily in key employee locations but also in major markets. (Warwick Conference, 1998:16)

NatWest, UK established a distinct community relations function at group level in the late 1970s and was a strong proponent of the first philanthropic wave of corporate responsibility. This has developed over the years so that in the early 1990s some reforms were Their flagship programme in secondary schools is *Face , Face with Finance*. These are practical programmes in schools.

United Utilities is one of the largest multi utility companies in the UK with a major international division employing 10,000 people across the world. It was launched in April 1996 and immediately began to establish a culture of stakeholder importance in its business. One of its main aims is improving the awareness, knowledge and skills of young people employees and the community in relation to our business, acting as a business leader in the north west of England. (Warwick Conference, 1998:37).Their aim is 'to align our employee involvement schemes to career and personal

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development and to ensure that we use community involvement as part of our training modules. 'We are also looking', they say, 'at how we can improve the way in which we measure the impact of our community partnership programme on our business and the community. We are committed to continually improving and with the help of our partners how we measure community benefit.' (Warwick Conference, 1998:37)

Anglian Water 's work in community involvement is based on stakeholder surveys and their aim is to promote community involvement and environmental initiatives, for example, sponsorship, such as the lean to swim campaign, conservation awards, tactical investment in geographical areas which are linked to youth, schools and education, and charitable giving. They say, there are clear business benefits to be gained from retaining and developing links although accountability systems hitherto have not been available to establish credibility. (Warwick Conference, 1998:41

Shell since the crisis of Brent Spa in 1997, has attempted a long term approach by seeking to increase social capital as a way of reinventing iteslf. 'Broad concentration, dialogue and debate play a key role in the new approach that Shell takes to all of its new projects' (Renton, 1998:7). Each Shell company addresses social issues of relevance and concern to the communities where it operates. By the nature of its businesses, Shell makes large investments over long time scales. Shell's primary commitment is to the country and its people. Shell companies therefore do not make contributions to political parties and treat political contributions in the same way as bribery and corruption. Shell has contributed over 1% of net income after tax to community causes, social projects and charities. That was US$78,000,000 wordwide in 1997. (Warwick Conference, 1998:68). Shell has a three tier approach to community investment:

1. Providing sustained support for local community activities when invited.
2. Spreading best practice on particular issues of concern, for example, job creation for youth.
3. Support for global issues of concern, for example, enterprise, environment and equity.

Utility Business Education Coalition (UBEC) was founded in August 1995 by the American Gas Association and the Edison Electric Institute as a non profit organisation to mobilise utility companies and other community based businesses throughout the US to lead community level actions in strengthening public education (Logan et al, 1997: 32). UBEC's mission is to engage utilities and other community based organisations and businesses in strategic efforts that improve education results for students and strengthen local economies. It is comprised of community based organisations that support educational transformation as a business imperative. These organisations include banks, food service companies, cable operators and others as well as electric, gas, telephone and water utilities. The partnership is addressing educational reform questions and is engaging its member companies specifically in school for work educational programmes. Participating companies contribute some funding but they provide many other resources including the time of executives and employees in strategic planning and programme activities, internship opportunities and mentoring for students. (Logan et al, 1997: 39). Integration of a corporate facility initiative throughout the educational structure is seen to be essential. 'Mobilising the full resources of the private corporate sector can effectively bring to addressing key community concerns is not possible without such integration. The positioning of the corporate responsibility function in the organisational structure is vital to the citizenship effort' (Logan et al, 1997:39).

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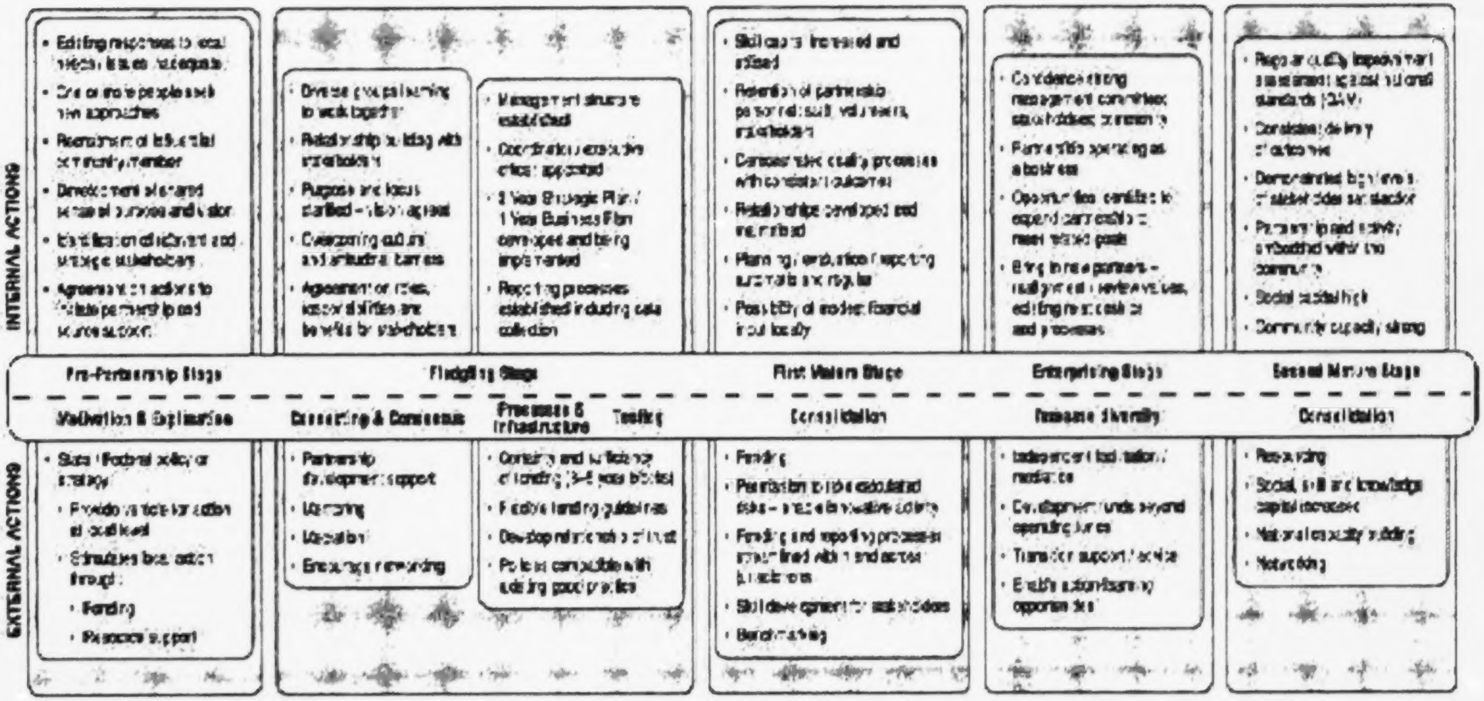
Building and Strengthening Community Partnerships

Typical activity in the stages of partnership development



INTERNAL ACTIONS

- Existing responses to local needs/issues inadequate
- One or more people seek new approaches
- Recruitment of influential community member
- Development of shared sense of purpose and vision
- Identification of relevant and strategic stakeholders
- Agreement on actions to initiate partnership and source support

- Diverse groups learning to work together
- Relationship building with stakeholders
- Purpose and focus clarified – vision agreed
- Overcoming cultural and structural barriers
- Agreement on roles, responsibilities and benefits for stakeholders

- Management structure established
- Coordinator/executive officer appointed
- 3 Year Strategic Plan / 1 Year Business Plan developed and being implemented
- Reporting processes established including data collection

- Skill capacity increased and utilised
- Retention of partnership personnel: staff, volunteers, stakeholders
- Consistent quality processes with consistent outcomes
- Relationships developed and maintained
- Planning, evaluation, reporting systematic and regular
- Possibility of modest financial input locally

- Confidence strong: management committee, stakeholders, community
- Partnership operating as a business
- Opportunities identified to expand partnership to meet related goals
- Bring in new partners – realignment, review values, existing relationships and processes

- Regular quality improvement assessment against national standards (QAV)
- Consistent delivery of outcomes
- Demonstrated high levels of stakeholder satisfaction
- Partnership and activity embedded within the community
- Social capital high
- Community capacity strong

Pre-Partnership Stage | Fledgling Stage | First Mature Stage | Enterprising Stage | Second Mature Stage

Motivation & Exploration | Connecting & Consensus | Processes & Infrastructure | Testing | Consolidation | Resource Diversity | Consolidation

EXTERNAL ACTIONS

- State/Federal policy or strategy
  - Provides vehicle for action at local level
  - Stimulates local action through:
    - Funding
    - Resource support

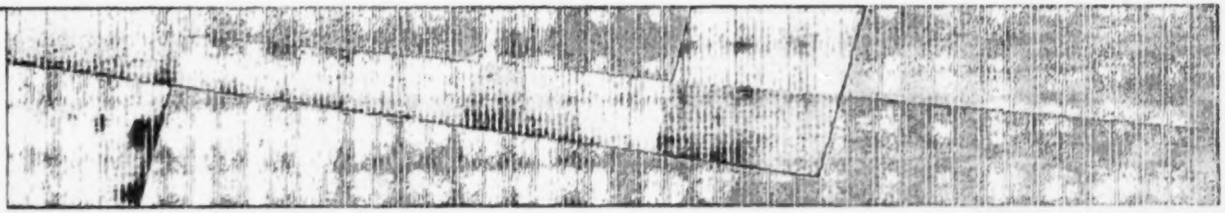
- Partnership development support
- Mentoring
- Education
- Encourage networking

- Certainty and sufficiency of funding (3–5 year blocks)
- Flexible funding guidelines
- Development of relationship of trust
- Policies compatible with existing good practice

- Funding
- Permission to take calculated risks – space for innovative activity
- Funding and reporting processes streamlined within and across jurisdictions
- Skill development for stakeholders
- Benchmarking

- Independent facilitation/mediation
- Development funds beyond operating funds
- Transition support/advice
- Enable action/learning opportunities

- Resourcing
- Social, skill and knowledge capital increases
- National capacity building
- Networking



ENTERPRISE & CAREER EDUCATION FOUNDATION

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Day 2 – Action Plans discussions by Tables at ECEF Research Forum

Table 1: (ECEF Representative Nicola Cartwright)

Action area: Meet the needs of the new environment characterised by transitions (eg within school, compulsory to post-compulsory etc).

Process:

1 Audit the role requirements and skill needs for career education, enterprise education and vocational education – is current training meeting those needs? Is a new curriculum needed?
2 Document best practice models to support transitions.
3 Provide tools that are accessible to existing teachers and practitioners, by operationalising close to where service is delivered.
4 Set up process for brokering change, eg role for ECEF, network of Deans of Education

Table 2: (ECEF representative – Marion Barron)

Action area: Collaborative community partnerships set up on a regional basis, with the objective of building an enterprising culture, and enhancing social capital.

Process: Cooperatively put into place projects to achieve outcomes for young people within enterprising communities:

1 Regional management group with reps at MD level from key bodies, eg regional development, business, local government, business, schools.
2 Roles:
  - Researchers: collect and analyse hard data (could also evaluate processes, but better at first task).
  - Policy makers:

a. commission research to support program
b. evaluation undertaken throughout program, not solely at end.
c. Challenge for policy makers: restructure systems to support partnerships eg 5 year funding
d. Must recognise that programs need to evolve, be successful over time and outcomes are relatively intangible and evolve slowly.

  - ECEF: help with common problems across system. Relevant Govt and non-Govt agencies eg Vic LLENs, SAHPEC: data collected, broken down into regional chunks and comparable across regions.

Table 3: (ECEF Representative – Erla Ronan)

Action area: Shift the conception of young people from liability to asset. Regional basis, with the young person as the starting point, with a holistic approach and a "rites of passage" scope. Objective – creation of a community development model.

Process: Cross sectoral action research;
existing networks built on;
strategic alliances to get most leverage from limited resources;
building goodwill;
checking the gap between perception (adult) and reality (young person).

Table 4: (ECEF Representative Linda Franklin)

Action area: Building a collaborative model

Elements of a collaborative model:

- Capture the elements of what constitutes a successful community
- Existing sense of community
- Common purpose (focus on young people in the future)
- Allow and encourage young people and the community in the communication of the evaluation of the program
- Identify the benefits at the beginning for the community
- Identify a shared vision

Role of researchers:

- Provide information on success stories to the community (to provide a rationale of the benefits of community participation)
- Provide links to the broader environment
- during the process inform the community on progress and achievement
- Reflect back learning to the community.
- Use community members – particularly young people, to publicise successes in the community.

Table 5:

Action area: National strategy on training and development for Vocational Learning and Career Development.

Process:

1. Identify key players/participants (careers teachers, youth workers, VET coordinators)
2. Conduct survey (eg roles, responsibilities, time allowances, selection etc)
3. Develop a set of benchmark professional standards.
4. Establish a consortium of professional associations (VET network, careers teachers etc)
5. Engage teacher educators and researchers
6. Determine specific outcomes for students and track over time

Roles: MCEETYA Task Force (VET)

Table 6:

Action area: "What's in it for me?" study for stakeholders of SWL

Process:

1. Evaluate outcomes and processes of a SWL model:
   - does participation in any type of SWL reduce the likelihood of incomplete schooling and long term unemployment for young people
   - comparison of outcomes of SWL and other programs.
2. Continuous improvement methodology
3. Collaborative process
4. From all stakeholders' perspectives.

Table 7: (ECEF representatives - Zvia Zilber, Edward Slack)

Action area: Research program which collectively provides a coherent description and analysis of the transition from school to adult life.

Process/Roles:

1. ECEF to broker overall Program of four areas (SWL, EE, CE, Pship) and including policy, practitioners, researchers.
2. Key component: synthesis project to link all other projects and provide meta-analysis.
3. ECEF to facilitate a collaborative/email process to decide:
   - Rationale
   - Timeline
   - KPIs etc.
4. Crucial for all key stakeholders (eg ANTA, MCEETYA, S/Ts etc) to be involved in the process to gain buy in and to focus all strategic resources on this key strategic task.

Table 8:

Action area: Development of a community partnership model.

Process:

1. Base level research (state/regional/national/international)
2. Best practice, and "learn from experience" of existing programs
3. Program modification in the light of 2 above
4. Policy change:
   a. broader and longer funding arrangements,
   b. reformed accountability arrangements
   c. less central control, greater local autonomy
   d. reporting to community and stakeholders on what actually happens
5. Practitioner involvement:
   - Creation of alternative settings, depending on what is relevant for the particular young people at risk
   - Help the research/report back/read the research – feedback loop
   - Conduct a process of critical reflection on their activities.
6. Develop facilitative support mechanisms to enable the community to achieve agreed goals

Table 9:

Action area: National independent mapping and evaluation of the elements of the National Framework.

Process:

1 Establish a national reference group of key stakeholders
2 Develop a project brief
3 Scope State and territory policy and curriculum documents, and activities in place in schools
4 Identify and tap into the necessary resources
5 Carry out mapping and report
6 Evaluate and report on coverage and effectiveness in terms of depth, breadth, extent K-12
7 Identify good practice and gaps
8 Recommendations for further work

Table 11: (ECEF representative Judy Harwood)

Action area: Destination tracking: particularly student satisfaction with schools, teachers, and work. Specifically:

1 Research into the social and economic returns for intervention strategies for young people "at risk".
2 Query the whole concept of retention, given the question of the reliability of retention data.
3 Abolish retention levels, and just talk about destinations from schooling.

Note: action research needs to focus on quality issues as well as destinations.

Process:

1 Research structures and incentives needed to support research, particularly action research: financial rewards for schools to participate in research; differential funding regarding school program activities.
2 ECEF establish overarching research framework for local and state initiatives
3 ECEF as broker and as providing the framework – ECEF needs to leverage from existing funding base with States and research orgs such as ACER, NCVER, and state systems.
4 ECEF must have a research AGENDA and have POLITICAL PUNCH.
5 Action research in this area must engage local govt, Job Network, Group training etc., and focus on quality issues as well as destinations.

Table 12

Action area: Tracking school leavers. 2 elements:

- National data on samples of students. This should be linked to local data which is collected by the community, and fed back to the individual school for the purpose of intervention, change in school processes, and community building.
- What are the determinants of enterprising behaviours?

ECEF Research Forum, May 2001 **Appendix 6**

List of Attendees

Mr/	Firstname	Surname	Organisation	Role
Ms	Joan	Armitage	School Industry Partnerships and Indigenous Transitions Section, DETYA	Director
Ms	Karina	Armstrong	ECEF	Approvals Process Coordinator
Ms	Julie	Arthur	Education Queensland	Principal Policy Officer, Strategic Policy Unit
Dr	Jim	Athanasou	Faculty of Education, UTS	Associate Professor
Ms	Katrina	Ball	National Centre for Vocational Education Research (NCVER)	Manager, Research and Evaluation
Mr	Allan	Ballagh	Office of the Pro Vice-Chancellor, RMIT University	Projects Director
Ms	Clarice	Ballenden	Admin Training Company	
Mr	Reas	Barrett	Curriculum Council of WA	Director, Accreditation and Moderation
Ms	Maz	Barron	ECEF - NSW State Advisor	NSW State Advisor
Mr	Colin	Bell	Enterprise and the Community	Head
Ms	Ros	Black	Education Foundation	Senior Research Manager
Ms	Jillian	Blight	Mitsubishi Motors	Human Resources
Ms	Debra	Boote	Barwon South West Vocational Consortium	Project Officer
Dr	John	Breen	Victoria University	Senior Lecturer
Ms	Joan	Brown	Australian Centre for Equity through Education	Director
Prof.	Jan	Carter	Deakin Human Services Australia, Deakin University	Director
Ms	Nicola	Cartwright	ECEF - VIC & TAS State Advisor	VIC & TAS State Advisor
Ms	Geraldine	Castleton	Australian Council for Adult Literacy	President
Ms	Robyn	Cater	Workplace Learning Melbourne West	Project Manager
Mr	Ian	Colley	Skills Strategies	Principal
Mr	Paul	Connor	Ulladulla High School	Principal
Ms	Gillian	Considine	Australian Centre for Industrial Relations Research and Training (ACIRRT)	Research Fellow
Ms	Frances	Coppolillo	Faculty of Further Education, Northern Melbourne Institute of TAFE	Associate Director
Mr	Jim	Cumming	Australian College of Education	Executive Director
Mr	Richard	Curtain	Curtain Consulting	Managing Consultant
Ms	Leela	Darvall	Department of Education, Employment & Training	Manager, Interagency Relations Branch
Ms	Jenny	DaSilva	Somerville House	
Ms	Judy	Denham	Edith Cowan University	Lecturer
Mr	Rob	Dobson	Office of Post-Compulsory Education & Training	Senior Project Officer
Mr	Colin	Dunn	RMIT University	Senior Lecturer - Business
Prof.	Meredith	Edwards	Australain National University, Canberra	Deputy Vice Chancellor
Prof.	Ian	Falk	Centre for Research and Learning in Regional Australia, Uni Tasmania	Associate Professor of Education
Ms	Linda	Franklin	ECEF - SA & NT State Advisor	SA & NT State Advisor
Mr	Mike	Frost	Department of Education Tasmania	Consultant
Dr	Sue	Fullarton	Australia Council for Educational Research	Research Fellow
Ms	Marion	Gilsenan	ECEF	Manager, Knowledge, Information and Research
Dr	Keith	Gove	Curriculum Corporation	General Manager, Operations
Ms	Annette	Green	Charles Sturt University	Lecturer - VET
Mr	Lindsay	Hains	Pioneer State High School	Guidance Officer

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Mr	Tony	Harkness	Queensland Catholic Education Commission	Executive Officer, Post Compulsory Education
Dr	Roger	Harris	CREEW, University of South Australia	
Ms	Judy	Harwood	ECEF - QLD State Advisor	QLD State Advisor
Dr	Rob	Hattam	Institute for the Study of Teaching, Flinders University SA	Research Coordinator
Mr	Geof	Hawke	RCVET, UTS	Associate Director
Ms	Klara	Henderson	ECEF	ASK Developer
Ms	Helen	Hill	NT Department of Education	Manager VET in Schools, Learning Delivery Support Branch
Ms	Melanie	Hughes	Intouch Consulting - Facilitator	Facilitator
Mr	Jack	Keating	RMIT University	Lecturer & Director of Post Compulsory Education, Training & Research
Mr	Peter	Krausz	Teacher Learning Network	Careers Coordinator
Mr	Brian	Kurth	Australian National Training Authority	Planning & Performance Review
Ms	Rita	Lee	DETYA	
Ms	Judith	Leeson	Australian Association of Careers Counsellors	President
Dr	Anna	Lichtenberg	Community Services, Education and Social Sciences, Edith Cowan University	Senior Lecturer
Mr	Mike	Long	Australia Council for Education Research	Senior Researcher CEET
Mr	Jeff	Malley	Dept of Education, Employment & Training, Vic	Office of the secretary
Mr	Roy	Martin	Australian Education Union	Research Officer
Dr	Phil	McKenzie	Australia Council for Education Research	Principal Research Fellow
Mr	Barrie	McMahon	Education Dept of WA	Manager, VET in Schools Branch
Ms	Andrea	Meredith	SCISCO	Coordinator
Mr	Dene	Milner	Eastern Industry Education Partnership	Executive Officer
Ms	Suzie	Moore	Suzanne Moore Consultancy	Principal
Ms	Glenys	Munro	Enterprise Community	Manager, High Performance
Mr	Martin	Murley	Curriculum Corporation	Manager, Business Development
Mr	Sue	Nelson	ECEF	Publicity Officer
Prof.	Wendy	Patton	Centre for Cognitive Processes in Learning, Queensland University of Technology	Associate Professor
Dr	John	Polesel	Education Outcomes Unit, University of Melbourne	Senior Research Fellow
Mr	Chris	Robinson	National Centre for Vocational Education Research (NCVER)	Managing Director
Mr	Erla	Ronan	ECEF - WA State Advisor	WA State Advisor
Ms	Elizabeth	Rowe	Darlison Rowe Forum Rapporteur	
Ms	Carmen	Ryan	Dept. of Education and Community Services	Director, Office of Training & Adult Education
Ms	Julie	Ryan	CEAV/Mill Park Secondary College	President, CEAV
Mr	Malcolm	Salier	Tasmanian Secondary Assessment Board	Chief Executive Officer
Ms	Julie	Samuels-Green	VETNETwork	Executive Officer
Ms	Jacqueline	Shimeld	ECEF	Manager, Sustainability and Quality Improvement
Dr	Rob	Simons	Smith Family	National Manager Research & Advocacy
Mr	Edward	Slack	ECEF	Project Manager, Research
Mr	Martin	Smith	National Association of Graduate Careers Advisory Service	President

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Mr	Bob	Smith	Dept of Education and Training (NSW)	Director, VET in schools
Ms	Helen	Smith	Curriculum Corporation	VET In Schools Projects Manager
Dr	Erica	Smith	WRAPS SA	Executive Director
Prof.	John	Spierings	Dusseldorp Skills Forum	Executive Officer
Mr	Jeff	Stanton	Parafield Gardens High School	Project Officer
Mr	Adrian	Stephens	ANTA	Director, National Training Framework Pathways
Mr	Carl	Stevens	Catholic Education Commisison Victoria	Deputy Chairperson, Targeted Program, Education & Training
Prof.	John	Stevenson	Vocational, Technology and Arts Education, Griffith University	Professor
Ms	Helen	Stokes	Youth Research Centre, University of Melbourne	Researcher
Ms	Helen	Strickland	Enterprising South East	Project Manager
Dr	Jim	Syrmas	Dept of Education, Training & Employment SA	General Manager, Enterprise & Vocational Education Team
Mr	Michael	Taylor	Department of Education (Vic)	Manager, VET in Schools Branch
Ms	Wendy	Teasedale-Smith	Parafield Gardens High School	Principal
Mr	William	Thorn	DETYA - Research & Evaluation Branch	Assistant Secretary
Mr	Peter	Turner	Dept of Education, Training & Employment SA	Senior Policy Officer
Mr	Dave	Turner	ECEF - Consultant	Consultant
Ms	Debra	Tyler	Youth Research Centre, University of Melbourne	Researcher
Mr	Harris	van Beek	ECEF	CEO
Prof.	Margaret	Vickers	University of Western Sydney	Professor
Mr	Steve	Wait	DET - Lake Macquarie District	VET Coordinator
Ms	June	Wall	Intouch Consulting - Facilitator	Facilitator
Mr	Peter	Watts	ECEF	Manager, Development and Maintenance of Strategic Relationships
Ms	Ann	Whyte	Morgan & Banks	Director Learning
Ms	Jan	Willett	Willett Consulting	Principal
Ms	Jenny	Woolfe	Full Service Schools Program, Campbelltown District	Coordinator
Ms	Zvia	Zilber	ECEF - ACT & NSW State Advisor	State Advisor, ACT & NSW
Mr	Ray	Whitfield	Association of Independent Schools	Government Liaison
Ms	Diane	Giblon	P&C Association of NSW	

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